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ABSTRACT

Instructional materials for teaching traffic safety education to students at the K-3 levels are presented in the document. The learning activities focus on the goals of functioning as responsible citizens as pedestrians, bicyclists, car passengers, and school bus passengers, and are presented separately for each level. A series of 22 lessons are provided for the Kindergarten level based on three goals and eight competencies. At the Grade 1 level, 20 lessons are provided based on three goals and 10 competencies in traffic survival skills. At the Grade 2 level, 25 lessons are provided based on four goals and 12 competencies while the Grade 3 level contains 18 lessons based on three goals and seven competencies. Each lesson includes the following: general area, sub-area, program goal, competency, content, performance indicator, suggested application to other curriculum areas, materials, and detailed learning situation activities which form the major part of the lesson. Some of the learning materials referred to in the lessons consists mainly of transparency masters, other illustrations, and some poems. Lists of other recommended resource materials are included for each grade level. (EC)

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TRAFFIC SAFETY EDUCATION FOR OREGON SCHOOLS, K-3

Adapted with Permission of the Illinois
Highway Safety Program

Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

Verne A. Duncan
Superintendent of Public Instruction

CE006857

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FOREWORD

In spite of efforts to cut back on motor vehicle use and reduce speed limits, Oregon's accident statistics are distressing. In 1974, 667 people died on the state's highways and many more were injured. More than 80 of the fatalities were pedestrians and 18 were bicyclists. Because our traffic environment is complex and demanding, the need for appropriate safety education is crucial.

To help classroom teachers implement an effective traffic safety education program, the Oregon Department of Education is publishing a series of instructional handbooks. This handbook, for kindergarten through grade three, includes activities on pedestrian, bicycle, car passenger and school bus passenger safety. Projected handbooks for grades 4-6 and 7-8 will build on the primary units and include lessons on the proper use of off-road vehicles.

You can help the Department improve the traffic safety series by returning the evaluation form which follows the Introduction. We want to make this a valuable resource in helping Oregon's students acquire needed traffic survival skills.

Verne A. Duncan
Superintendent of
Public Instruction

INTRODUCTION

This instructional handbook is the first in the Oregon series on traffic safety education. It outlines classroom activities for students to learn the minimum competencies that are necessary for survival in our complex and hazardous traffic environment.

The importance of having every student acquire traffic survival skills is recognized in the section, "Citizenship on the Streets and Highways," of the new Oregon graduation requirements (see *Oregon Graduation Requirements,* Section III, Part 3.0*). That section reviews the goals and competencies which should be mastered to acquire traffic survival skills. To aid the teaching of these skills, the units in each level of this handbook are organized by program goal and competency; the table of contents for each level lists the corresponding goals, competencies, units and page numbers.

Teachers at all levels should also refer to the explanation and examples of performance indicators in the "Introduction" to *Oregon Graduation Requirements.** Among several helpful suggestions is a procedure for evaluating manual skills when they are central to a skill (e.g., demonstration of ability to drive a bicycle). In such cases, the student should be evaluated on the basis of actual performance of the skill rather than by a written test or oral description.

It is anticipated that educators throughout the state will develop additional performance indicators to use with this handbook and which are appropriate to their locale and their students.

To assist teachers in lesson planning, instructional materials which are not attached to this handbook are identified at the beginning of each level; ordering information is also given.

Many of the units on bicycle safety refer to *Oregon Bicycle Rules of the Road.* A copy of the booklet is inserted inside the front cover; separate copies are being distributed to students in grades 4-6.

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*Copies of *Oregon Graduation Requirements,* Sections I-IV, may be obtained by writing to Ms. Ellen Hassler, Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310.

Traffic Safety Education for Oregon Schools, K-3

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TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS, K-3
LEVEL: KINDERGARTEN

Level: Kindergarten

GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible citizens when participating in traffic as pedestrians.	Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.	1	1
		2	5
	Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.	3	7
		4	9
		5	11
		6	13
		7	17
		8	19
		9	21
		10	23
		11	25
	Demonstrate knowledge of the proper precautions to take to minimize the possibility of molestation.	12	27
Students will be able to function as responsible citizens when driving a bicycle.	Demonstrate an understanding of the rules of the road for bicycle operation.	13	29
		14	31
	Demonstrate the proper techniques for operating a bicycle safely.	15	33
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.	16	35
		17	37
		18	39
		19	41
	Demonstrate a general understanding of the dangers of riding in or on a motor vehicle.	20	43
	Demonstrate an understanding of the protection afforded by passenger restraint equipment.	21	45
Review		22	47

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Filmstrip and Source	16mm Film and Source	Books and Source
1			Bailey, Carolyn Sherwin. *The Little Rabbit Who Wanted Red Wings.* Platt and Munk, Inc., 1055 Bronx River Ave., Bronx, NY 10472. 1970 ($1.95) Birnbaum, A. *Green Eyes.* Western Publishing Co., Inc., 1220 Mount Ave., Racine, WI 53404. 1973. ($2.95) Brown, Margaret Wise. *Big Red Barn.* Young Scott Books, Addison-Wesley Publishing Co., Inc., Reading, MA 01867. 1956. ($3.75) Zolotow, Charlotte. *Mister Rabbit and the Lovely Present.* Harper and Row, Publishers, 10 East 53 St., New York, NY 10022. 1962. ($3.50)
4	"Pedestrian Safety" (Study Prints, Walt Disney), Walt Disney Films, 800 Sonora Ave., Glendale, CA 91201. Order full set.	"I'm No Fool As A Pedestrian," (Walt Disney, 8 min., C, 1956) Motor Vehicles Division, Public Information Office, Salem, OR 97310. Division of Continuing Education, Film Library, 1633 SW Park Ave., Portland, OR 97207. Rental: $6.50.	
5			Lenski, Lois. *The Little Auto.* Henry Z. Walck, Inc., 3 East 54 St., New York, NY 10022. 1934. ($4.25)
6			Kessler, Leonard P. *Mr. Pine's Mixed-Up Signs.* Wonder Books, Grosset and Dunlap, Inc., 51 Madison Ave., New York, NY 10010. 1961. ($0.69)
7			Heilbroner, Joan. *Robert the Rose Horse.* Beginner Books, Random House, Inc., 201 East 50 St., New York, NY 10022. 1962. ($2.50) McGinley, Phyllis. *All Around the Town.* J.B. Lippincott, East Washington Square, Philadelphia, PA 19105. 1948. ($3.95)

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK (Cont.)

Lesson	Filmstrip and Source	16mm Film and Source	Books and Source
7 (Cont.)			Dr. Seuss. *And to Think I Saw It On Mulberry Street.* Vanguard Press, Inc., 424 Madison Ave., New York, NY 10017. 1937. ($3.50)
10		"Safely Walk to School" (Cahill Assoc., 11 min., C, 1967) Motor Vehicles Division, Public Information Office, Salem, OR 97310. Division of Continuing Education, Film Library, 1633 SW Park Ave., Portland, OR 97207. Rental: $6.50.	
13	"Bicycle Safety," (Study Prints, Walt Disney) Walt Disney Films, 800 Sonora Ave., Glendale, CA 91201.	"The Day the Bicycle Disappeared" (AAA, 15 min., C, 1967) Motor Vehicles Division, Public Information Office, Salem, OR 97310. American Automobile Assoc., 1712 G St., NW, Washington, DC 20006.	
14			Rey, H.A. *Curious George Rides a Bike.* Houghton Mifflin, Co., 1 Beacon St., Boston, MA 02108. 1973. ($0.95)
16			*The Bingity Bangity School Bus,* Grosset and Dunlap, Inc., 51 Madison Ave., New York, NY 10010. ND. ($1.00) Hastings, Evelyn. *Big New School.* Follett Publishing Co., 1010 West Washington Blvd., Chicago, IL 60607. 1959. ($1.25) Kessler, Ethel and Kessler, Leonard. *The Big Red Bus.* Doubleday and Co., Inc., 277 Park Ave., New York, NY 10017. 1964. ($3.95) Miller, Mary and Kajan, Paula. *Finger Play.* G. Schirmer, Inc., 866 Third Ave., New York, NY 10022. 1955.

Level: Kindergarten
LESSON 1

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when participating in traffic as pedestrians.
COMPETENCY: (Course Goal)	Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

CONTENT:
Pedestrian Safety—Regulators

PERFORMANCE INDICATOR:
Given color games, stories, poems, and songs, the children will identify specific colors that relate to safety rules and situations.

SUGGESTED APPLICATION:
Language arts, art, music, etc.

MATERIALS:
Books—(See page iii)
Bailey, Carolyn Sherwin. *The Little Rabbit Who Wanted Red Wings.*
Birnbaum, A. *Green Eyes.*
Brown, Margaret Wise. *Big Red Barn.*
Zolotow, Charlotte. *Mister Rabbit and the Lovely Present.*

Flannel board

Flannel board tape to make pictures (actual pictures or construction paper) adhere to flannel board

List of pictures needed:
- Chart with safety poem from the story, "Red Says Stop" (See page 3)
- Red, yellow, and green circles
- Blue bus
- Brown trailer truck
- Orange cement mixer
- Purple pick-up truck
- Black motorcycle
- White small car
- Blue police car

Crayons, scissors, glue, and cardboard for teacher

Dittos—cut out "Color Me Safe"

Songs—(Appendix, pages 5-6)

Games—*I Spy, Red Light-Green Light, What Color is Missing?* (Make 9 squares for each of the different colors out of construction paper: red, green, yellow, blue, orange, brown, purple, black, white.)

LEARNING SITUATION ACTIVITIES:
Introduce the following games. Play each game several times.

1. *I Spy*—one child chooses an object in the room with a specific color. He will say, "I spy something....." The other children take turns at guessing what he chose. The one who guesses correctly is the next one to choose something.

2. *Red Light, Green Light*—one child stands in front of the room with his back to the class. The class stands at the opposite end of the room. The child in front, without turning around, will say green light and the class quietly walks toward him. He may say red light at anytime he chooses. When this is said, the class stops immediately. He quickly turns around and if he finds anyone moving, they are out of the game. The first child to reach him without being caught is the next leader of the game.

3. *What Color is Missing*—use the colored squares for this game. The children sit in a circle. The squares are placed on the floor in the center of the circle. The teacher should review the colors that are on the floor. One child is asked to leave the room, another child is asked to remove one square and hide it. The first child is called back into the room and asked to identify the color that is missing. Repeat procedure with different children.

4. Flannel Board Story—Red Says Stop (See page 3)

5. Songs—(Appendix, pages 5-6)

6. Story—Any one listed in materials.

7. *Color Me Safe*
   a. Talk about colors that are easy to see and ones that are difficult to see. The teacher may ask some of the following questions:
      1) Why is it important for drivers to see us?
      2) What can we do to make it easier for a driver to see us on a rainy day and a foggy day?

3) What can we do to make it easier for a driver to see us on a snowy day and at night?

b. Pass out the dittos of the paper doll (Appendix, pages 1-4). Instruct the children to color as described below.

c. Supplementary activities for the teacher to make and reinforce every day. The teacher should either put a cardboard backing on the paper doll or staple the doll to the bulletin board and tack the clothes on with straight pins every morning.

1) Song—"What is the Weather." (Sing to the tune of "Mama's Little Baby Loves Shortnin' Bread.")

a) What is the weather, weather, weather? What is the weather (clap on the word out) out today?

b) Teacher may want to make up a few verses of her own such as the following:
Who knows the weather, weather, weather?
Who knows the weather out today?

c) Suzie says it's sunny, sunny, sunny.
Suzie says its sunny out today.

2) Every morning after the song, dress the paper doll according to the weather.

We can teach children to look when they cross an unguarded street and to obey signals, signs, and policemen. Then we can hope they will remember. But can we guarantee that they will be seen by the car turning the corner on a foggy afternoon or by the truck driver seated high in the cab, driving across packed snow on a glaringly bright day? At night when drivers are concentrating on the road conditions will they notice the small child, dressed in dark clothes, darting across the street?

Drivers must see children before they can avoid hitting them. If youngsters dress in clothes that contrast in color with the "color" of the weather, they are seen more easily by drivers.

The little paper doll boy "Chucky Clothes Conscious" (Appendix, pages 1-4) can help teach kindergartners and first graders to wear something white at night, something bright on foggy or rainy days, and something dark on bright snowy days. Chucky is useful and instructive as a visual aid for this visual subject.

Remove the pages, paste Chucky on cardboard, and cut him out along with all his clothes.

Use the paper doll as an early morning attention-getter. Each day set Chucky up in front of the class. Ask your pupils what the weather is like outside. Then ask them what clothes Chucky Clothes Conscious should wear on a day like that. Put the correctly colored clothes picked by the children on the doll.

When Chucky is in the proper apparel, he can be seen by car drivers. Ask your pupils what clothes they have to color them as safe as Chucky.

TRAFFIC LIGHTS*

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be careful."
Green says, "You may go."
But red is most important, it says, "Stop!"
You know.

STOP AND LOOK*

Two little words can be our friends
On our way to school and when the school day ends.
These little words say this, you know,
"Stop and look before you go!"
Stop! Look! Listen! Before you cross the street.
Use your eyes, use your ears, and then use your feet.

RED SAYS STOP*

RED on top, and GREEN below
Red says, "Stop!" and green says, "Go."
YELLOW says, "Wait" even if you're late.

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*_Stories That Stick on the Flannelboard,_ F. A. Owen Publishing Company, 1959.

RED SAYS STOP

Let this story help you teach traffic rules. It can also be used during a unit on transportation. Substitute vehicles for the ones mentioned or add other vehicles, as you wish.

A realistic traffic signal can be made from a long piece of black tagboard (Appendix, page 11). Cut three round holes and back them with thin red, yellow, and green paper so light will show through. A child can stand beside the flannel board with the signal and use a flashlight behind each color as the poem is said.

Pictures Needed for This Story
(Appendix, pages 7-10)

chart with safety poem
red circle
yellow circle
green circle
blue bus
trailer truck
cement mixer
pick-up truck
motorcycle
small car
police car

(Place picture or symbol on flannel board at point where its name appears in capitals in the story.)

Jimmy's teacher wrote a poem on a CHART. This is it. Let's read it together.

(As children read or say poem, child flashes light behind colors on signal or teacher places colored felt circles on flannel board.)

RED on top, and GREEN below.
Red says, "Stop!" And green says, "Go."
YELLOW says, "Wait" even if you're late.

(Remove chart from flannel board or put it at the side.)

Do you know what Jimmy did? He learned that poem—every word of it!

Now, that very afternoon, as Jimmy was walking home from school, he saw a BLUE BUS carrying people from Chicago to New York City. Would the blue bus know the poem? Jimmy watched to see.

(Each time the name of a color appears in capital letters hereafter, the storyteller either points to the corresponding felt circle on the flannel board or the child who has the signal to operate holds the lighted flashlight behind the appropriate color.)

The light was YELLOW. The blue bus slowed down. The light was RED. The bus stopped; someone in the bus waved to Jimmy. The light turned GREEN. On went the bus. Yes, the blue bus knew the safety poem. Let's see if you remember it.

(Children and teacher say safety poem.)

Jimmy says, "When I grow up I want to be a driver of a blue bus. Wait and see."

"Well, what is coming now?" Jimmy wondered.

It was a big TRAILER TRUCK. The light was GREEN but the trailer truck did not go faster. The light was YELLOW. The truck slowed down. The light was RED. It stopped. Yes, the trailer truck knew the safety poem.

(Children repeat it.)

Jimmy said—(Children say Jimmy's "I want to be" poem using "driver of a truck.")

Jimmy walked along. Each time he came to a traffic light he watched to see if things on wheels driven by people knew what to do. All at once he saw a CEMENT MIXER.

"Oh, dear," said Jimmy. "That cement mixer is awfully big. Maybe the driver can't see the traffic lights." But the cement mixer stopped when the light was RED just as nice as you please. It, too, knew the safety poem.

(Children repeat poem and Jimmy's "I want to be" verse.)

Next an old PICK-UP TRUCK came along carrying vegetables to market. "I wonder if the pick-up truck knows the safety poem," thought Jimmy as he walked along the sidewalk, being careful not to bump into anyone.

But the pick-up didn't even slow down! Do you know why? Yes, the light was GREEN.

(Children say safety poem and Jimmy's "I want to be.")

Along came a MOTORCYCLE. Maybe it didn't know the traffic rules! Of course it did. The driver was a policeman, and he was particularly careful.

Jimmy said the safety poem to himself as he walked along.

(Children say safety poem and Jimmy's "I want to be.")

"Whiz!" A SMALL CAR came along, going too fast. The light turned RED, but the small car was going too fast to stop. "Screech!" A car going the other way had to put on its brakes very fast.

(Siren sound.) A siren! Was there a fire? No. (Siren sound.) Was an ambulance coming? No. (Siren sound.) Was it a POLICE CAR? Yes.

"Someone is going to get a ticket," said Jimmy sadly. "I guess he never learned the safety poem." But you and I know that the driver of the small car did know the safety rules. He just didn't think. The policeman gave the driver a ticket so next time he will remember.

By now Jimmy was home. His mother gave him a kiss and a cookie.

Between bites of cookie, Jimmy said, "I learned a safety poem today." And he said it for his mother.

Maybe you can say the poem for your mother when you go home from school this afternoon. Shall we see?

(Children repeat the safety poem, which teacher has removed from the flannel board, to test their memories.)

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

CONTENT:
Pedestrian Safety—Regulators

PERFORMANCE INDICATOR:
Given color games, stories, poems, and songs, the children will identify the traffic light colors, locate them as to position on the traffic light, and describe the purpose of each color.

SUGGESTED APPLICATION:
Art, music

MATERIALS:
Ditto of "Traffic Light and Friends," from Allyn and Bacon

Worksheet (Appendix, page 12)

Red, yellow, and green crayons

Review songs, poems, games from previous lesson

Use a story from Lesson 1

LEARNING SITUATION ACTIVITIES:

1. Play the game *I Spy* from Lesson 1.
2. Review the poems from Lesson 1 and add the additional poem on page 6. Ask children questions at the end of poem.
3. Review songs from Lesson 1.
4. a. The teacher should hand out the worksheet (Appendix, page 12) of the traffic light and fruit pictures along with red, yellow, and green crayons.

   b. The teacher may want to discuss the worksheet as follows:

      1) On our sheet we have six boxes and in each box we see three different kinds of fruit.

      2) "Let's see how many of these fruits you can name." Encourage the children to use complete sentences like, "I see an apple," etc.

      3) "Who can name the fruits that are usually red?" "Let's find all the red fruits and color them."

      4) "Who can name the fruits that are usually yellow?" "Let's find all the yellow fruits and color them."

      5) "Who can name the fruits that are usually green?" "Let's find all the green fruits and color them."

      6) The teacher should discuss the first box. Have the name of the fruit repeated as the color is given. "The apple on top is red, the banana in the middle is yellow, and the grapes on the bottom are green." "Are all the boxes colored the same?"

      7) Can anyone name a traffic sign that has the same colors? Traffic light.

      8) Are the colors on the traffic light in the same positions as in the boxes?

      9) Color the traffic light being careful to put the color in the right positions:
         a. Where does red go?
         b. Where does yellow go?
         c. Where does green go?

      10) "If the traffic light tells the driver or pedestrian to stop, what color is showing?"

      11) What does the yellow light tell the driver and pedestrian to do? Which light is yellow?

      12) What does the green light tell the driver and pedestrian to do? Which light is green?

      13) Does the traffic light on your paper look like a real traffic light?

14) Again sing color songs about traffic lights and read poems from Lesson 1.

This poem is about crossing the street safely. Read the poem and then ask "What do you do?"

What do you do when you walk down the street?
Wave and say, "Hi" to the friends that you meet.

When you come to the corner, what do you see?
A tall traffic light that stands up for safety.

What do you see when you look at the light?
Three colors for safety that shine there so bright.

What do you do when the light sparkles red?
You stand there and wait; you do not go ahead.

What do you do when the yellow light burns?
Get ready to cross, it is almost your turn.

What do you do when the green light is glowing?
Look both ways, then cross. It is safe to keep going.*

*Poem from Safety Poems, F. A. Owens Publishing Company, 1957.

What do you see?	What do you do?
1. red light	1. ______
2. yellow light	2. ______
3. green light	3. ______

Level: Kindergarten
LESSON 3

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulators

PERFORMANCE INDICATOR:
Given a worksheet, the children will identify, by coloring the appropriate lit traffic signal according to the pedestrian's actions portrayed in each individual picture.

SUGGESTED APPLICATION:
Art

MATERIALS:
Box of crayons

Worksheet (Appendix, page 13)

Two half-gallon milk cartons

Black, red, yellow, green construction paper

Two paper towel rolls

Songs, poems, and games from Lesson 1

Eight pie shapes of each color construction paper (eliminate white) (See page 8)

Two circular pieces of tagboard

Masking tape

Brass fasteners

LEARNING SITUATION ACTIVITIES:

1. The teacher should prepare the construction paper model traffic light in advance as follows:

   a. Cover the milk carton with black construction paper.

   b. Side one has one red circle at the top.
   Side two has one yellow circle in the middle.
   Side three has one green circle on the bottom.
   Side four has all three circles in position with masking tape so as to change positions of the colors.

   c. Attach a paper towel roll to the bottom by cutting a hole in the bottom of the carton. Insert the tube, secure with tape around the hole, and cover the paper towel roll with black construction paper.

2. a. Display the red side of the model traffic light. The teacher should choose one child to hold the light and the rest of the children should stand opposite the child. The teacher then asks the children, "If you were a driver or a pedestrian, what would you do if you saw this traffic light?"

   b. Display the yellow side and ask the children to demonstrate the action for the yellow light.

   c. Display the green side and ask the children to demonstrate the action for the green light.

   d. Display side four and ask one child what's wrong with the traffic light and to arrange the colors in proper position. Then the teacher will point to different colors and ask the meaning of each color according to the traffic light.

3. Review songs, games and poems from Lesson 1.

4. The teacher should pass out the worksheet and crayons to each child and go over the action of each picture *without* discussing the color of the traffic light to be colored by the children.

   a. Picture 1:
   The teacher may want to ask the following questions: We've been learning to obey traffic lights. Let's see if our friends in the first picture are obeying them.

      1) What are Suzie and Jeff doing?

      2) Where are they standing?

      3) Where are they going?

      4) If they are obeying the traffic light, color one light that is telling Jeff and Suzie what to do in Picture 1.

b. Picture 2:
   1) What are Jeff and Suzie doing now?

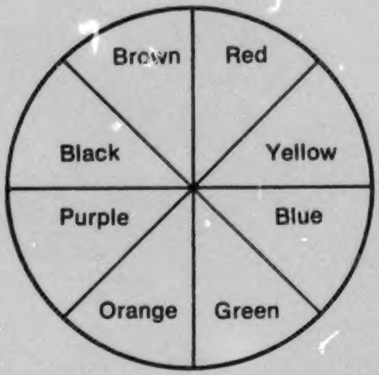
   2) Color one light that tells Jeff and Suzie what to do in Picture 2.

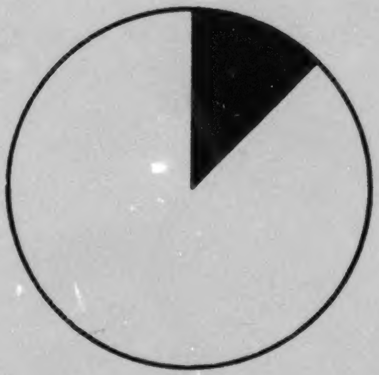
c. Picture 3:
   Danny and his Mother are waiting to cross the street.
   Color what the light shows.

d. Picture 4:
   Color what the light is telling Danny and his Mother to do in Picture 4.

e. Color the rest of the pictures except the traffic light.

RELATED ACTIVITY:





1. Glue colors to one circular piece of tagboard.

2. Place the other piece of tagboard on top of first piece. Attach with brad at the center. Turn the wheel and ask the children to identify the color. Work towards quick responses.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given several study prints depicting proper and improper pedestrian situations, the children will demonstrate through role playing the correct safety procedures.

SUGGESTED APPLICATION:
Art

MATERIALS:
Film—"I'm No Fool as a Pedestrian" (Walt Disney Productions, see page iii)

Study Prints—"Pedestrian Safety" (See page iii)

White construction paper

Crayons

Song from the film—"I'm No Fool"

LEARNING SITUATION ACTIVITIES:

1. Show the film, "I'm No Fool as a Pedestrian" to the entire class.
2. The teacher may want to ask the children some of the following questions after showing the film.
    a. Which person in the movie would you like to be? Why?
    b. Can you think of a safety rule that Jiminy Cricket told you about in the film?
    c. Tell me what could happen to you if you do not follow the safety rules.
    d. Are safety rules for everybody? Why?
3. Show the study prints one at a time. Then choose a few children to act out the safety situations in the study prints.
4. Song
5. Give the children construction paper and crayons. The children are to draw a picture about a safety lesson they learned from the film or the study prints.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting Regulators

PERFORMANCE INDICATOR:
Given pictures of traffic lights and the rules for each specific color, the children will demonstrate on the flannel board the position of each color and verbalize the purpose of each.

SUGGESTED APPLICATION:
Art

MATERIALS:
Black construction paper—two 6 x 12 inches, one 9 x 12 inches for each child

Red, yellow, green cellophane cut in 6-inch squares

Stapler

Scissors

Paste

Flashlight—one or more

Pictures of traffic lights (Appendix, pages 14-18)

Copy of poem "Red Light Stop"

Game—Red Light, Green Light (See Lesson 1)

Story—Lenski, Lois. *The Little Auto.* (See page iii)

LEARNING SITUATION ACTIVITIES:

1. The children are grouped around the teacher for a discussion. The teacher may proceed as follows:

   Show the transparency: (Color the traffic light)
   "Who can tell me something about these pictures?"
   "Who can give these pictures a name?"
   "Who can tell me what is happening?"
   "What colors do you see?"
   "Where is the color?"
   "Do all traffic lights have the red on top? the yellow in the middle? the green on the bottom?"
   "What does the red mean?"
   "What does the yellow mean?"
   "What does the green mean?"

2. Learn a poem:

   Poem—RED LIGHT STOP

   Red light stop
   Yellow light no
   Wait for the green
   And then you go.

   Poem—STOP SHINES RED

   Stop shines red,
   Go is green
   Get-ready yellow
   Comes in between.
   Watch for cars;
   Obey this rule
   And you'll arrive
   Safe at school.

3. Story—"The Little Auto"

4. Make a traffic light:

   a. Ask the children to cut off the corners of two 6 x 12 inch pieces of black paper.

   b. Instruct the children to draw 3 circles on the first piece of black paper and cut them out.

   c. Trace the circles onto the second piece of black paper and cut them out.

   d. Lay the red cellophane square over the top circle of the first paper and trim it so that it doesn't overlap the second circle. Paste it in place.

   e. Follow the same procedure for the middle (yellow) and the bottom (green) circles.

   f. Paste the second black paper onto the back of the first black piece with the cellophane between the two.

   g. Fold the third black paper, the 9 x 12-inch piece, in half so that it remains 12 inches long—then fold it in half again in the same manner to have four thicknesses. Staple the thicknesses together. Prepare these handles prior to the activity so that at this time of the activity the handle can be stapled to the child's traffic light quickly.

      Reminder—prepare these handles in advance of the activity so that the children needn't wait and become restless.

5. Reinforcement—Take the children outdoors. Using tape or chalk make an intersection. Or if possible, take the children to the closest, quiet, and relatively unused intersection for this part of the lesson.

   Steps:
   a. Prepare to cross the street. Ask one child to shine the light through the cellophane and guide the children across. The other children should obey the signal by following the proper procedure as taught in the lesson previously.

   b. Several children may take turns using their traffic lights and the flashlight.

   c. With assistance from another adult, if available, divide the children into several groups and follow the same procedure.

6. Suggested evaluation: Test (Appendix, page 18)
   Flannel board
   Four pictures

RELATED ACTIVITIES:

1. Red Light, Green Light game from Lesson 1.

2. Handwork
   a. Make traffic signs with yarn, colored macaroni, etc.

   b. Finger paint on the table—make the sign in the paint, lay paper carefully on top, rub gently, and lift.

SUGGESTED EVALUATION:

Make four pictures:

1. Traffic light with red, yellow, and green lights.
2. Traffic light with red in wrong place.
3. Oddly shaped traffic light.
4. Correct traffic light.

The teacher may make a ditto with all four pictures on it and ask children to circle correct one.

OR

Use the four separate pictures on flannel board. Children may discuss all and find correct one.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulators

PERFORMANCE INDICATOR:
Having experienced the lesson activities and the playing situation, the children will describe one proper or improper action in each of the evaluation pictures.

SUGGESTED APPLICATION:
Art

MATERIALS:
Enlarged reproduction of:
- Red and white stop sign
- Yellow and black school crossing sign
- Yellow and black and the white crossed railroad crossing signs*

Marked crosswalk at intersection

Large brown grocery bag

Dittoed signs (Appendix, pages 19-21)

Paste

Crayons

Scissors

Finger Play—"I Stop, I Look, I Listen" (See Evaluation Two, page 15)

Book—Kessler, Leonard. *Mr. Pine's Mixed Up Signs* (See page iii)

*Wooden traffic signs are available from Playskool, Inc., Creative Playthings, Beckley-Cardy Catalog

Songs—(See Page 14)
"Stop and Look!" (Naomi Caldwell, p. 108)
"Safety First" The Magic of Music

Game—Traffic Game

LEARNING SITUATION ACTIVITIES:

1. The teacher may proceed as follows:
   The children should be grouped in front of the teacher, and she may ask the following questions displaying no signs as yet.
   a. Riddle:
      I'm thinking of a red traffic sign.
      It has 4 white letters that spell S-T-O-P
      across the middle.
      It stands on the corner.
      What's my name? (Stop Sign)
   b. This traffic sign is a large, white, letter X,
      It has black letters.
      It's found near train tracks.
      What's my name? (Railroad Crossing Sign)
2. Display reproduction of signs
   Teacher may ask the following questions about each sign:
   a. Does anyone know what this sign is called?
   b. Why is this sign important?
   c. What does this sign tell us to do?
   d. What else is needed to help people cross streets? (Traffic light or crosswalk.)
3. Poems—attached
4. Songs—attached
5. Story—"Mr. Pine's Mixed Up Signs"
6. Color two dittos of sign and cut out. Make paper bag costumes. Teacher should cut hole for head, cut 2 side holes for arms while children are coloring. Children will paste one sign on front and one sign on back. Use bag costumes to play traffic game.
7. Role playing:
   a. Divide group in half.
   b. Draw streets and intersections and railroad tracks on school floor; playground with chalk or tape.
   c. Half of the group uses costumes and pretends to be the signs. The other half of the group can be cars and people, and use signs to guide them in following proper safety procedures.

Song–STOP AND LOOK!

Two little words can be our friends
On our way to school and when the school
day ends.
These little words say this, you know,
"Stop and look before you go!"

Song–SAFETY FIRST

I stop, I look, I listen,
And then I'm sure to know,
That I will always come back safe,
No matter where I go.

I only cross at crossings,
Not halfway up the street
I look ahead, I think ahead,
And then I use my feet.

TRAFFIC SAFETY GAME*

TRAFFIC TECHNIQUES

This project may be used following a lesson on traffic safety or as a gentle reminder before pupils go home.

Draw crosswalks with chalk on the classroom floor or on the playground. Make the streets as wide as possible so that there is plenty of room for the coming and going of "cars."

Divide the children into 3 groups:

1. Policemen may wear paper armbands or caps to designate their office. One of these policemen is selected to blow his whistle when he wants the cars to go or stop, the children to cross the street or remain on the sidewalk.

2. Cars

3. School children

o (All three groups repeat as they walk to their designated stations.)

Let's play the traffic game!
Let's play the traffic game!
We'll learn to follow each traffic rule;
And our mothers won't worry when we go to
school,
If we always follow each traffic rule.
Let's play the traffic game!

o (Repeated by the policeman)

We are the traffic cops!
We say when to STOP and we say when to GO;
(giving proper signals)
If the children will watch us they'll always know
Just when to STOP and just when to GO,
When we play the traffic game.

o (Repeat as the cars in position on the roadway begin moving slowly. They should keep moving except when commanded to STOP by the policemen.)

We are the cars that move on the street.
We don't go too fast, and we don't go too slow,
And we watch for the signals STOP and GO,
We don't go too fast, and we don't go too slow
When we play the traffic game.

o (Repeated by the children)

We're the children coming to (going home from)
school.
We'll know when to GO, and we'll know when to
STOP
If we stand on the corner and watch the cop;
He'll say when to GO, and he'll say when to
STOP
When we play the traffic game.

—Marguerite Atherton

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*From *School Safety*, a publication of the National Safety Council, November-December, 1967.

SUGGESTED EVALUATION:
Give each child a ditto about crossing the street (Appendix, pages 23-24) and follow the instructions in evaluations one, two and three.

EVALUATION ONE (Appendix, page 23)

To Learn—To Remember
1. Cross at the corner.
2. Don't cross in the middle of the block.

Discussion Leads

A boy is crossing the street at the safe place in the first picture. Where is he crossing? Trace his path with your forefinger.

Ann and Mary are on opposite sides of the street in the middle picture. Find each. Ann wants to walk with Mary. Where can she safely cross?

The last picture shows Billy's and Jack's houses. Where should Billy cross to go to Jack's house? Why shouldn't he cross in the middle of the block?

Things To Do
1. Have the children use their forefingers to trace safe paths for Ann and Billy. Then have them mark the paths with crayons and draw Jack in his yard.

2. Take a walk to help the children observe that cars tend to slow down at intersections and, hence, can stop more quickly at corners. Help them note the increased speed in the middle of the block.

EVALUATION TWO (Appendix, page 24)

To The Teacher

You may wish to use safety rules with action:

I stop (child halts).
I look (hand over eyes).
I listen (hand to ear).

I stop and wait
While the red light shows (walk and stop);
I look (look back, to left, and right) and walk
While the green light glows (take a few steps).

It's red on top (make a circle, hands lifted high)—
Now we stop (mark time, feet in place!)
It's green below (lift cupped hands to eye level)—
Look and go (look around and march forward!)

To Learn—To Remember

1. Look for approaching cars before crossing the street.
2. Look to the right, to the left, and around the corner back of you before crossing.
3. Cross streets at the corner.
4. Walk across streets. Don't run.

Discussion Leads

Here we see Ann, Billy, and their puppy, Jeep. Where are they? What do you think happened? Why do you think that Ann is holding on to Billy? What is coming in the street? Is Billy being careful? Why not? Will Jeep reach the other side before the car comes?

What would you do if you were Billy? What should you do before you cross the street? How should you cross? Why should you walk across the street?

For the Class To Do

1. Study the 2 lower pictures and draw a line under the one showing the safe thing for Ann and Billy to do.
2. Draw lines on the play space to represent a street with crosswalks at the corners. Use blocks for cars. Dramatize the safe way to cross.

EVALUATION THREE (Appendix, page 25)

To Learn—To Remember

1. The red light says, "Stop."
2. The yellow light says, "Wait."
3. The green light says, "Go."

Discussion Leads

Here are Ann and Billy. Their friend, Jack, is across the street. Where do you think they are going? What do you see to tell why Ann and Billy are waiting at the corner? Have you seen a signal light like this? Which light is shining? What does the red light tell us to do? What does the yellow light say? What does the green light say?

For The Class To Do

Study the 2 lower pictures and draw a line under the one showing the safe way for Ann and Billy to cross.

Level: Kindergarten
LESSON 7

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulators

PERFORMANCE INDICATOR:
Having experienced a presentation by policemen and given the safety helpers worksheets, the children will identify in those worksheets three safety rules as expressed by the policemen.

SUGGESTED APPLICATION:
Social studies, art, music

MATERIALS:
Books—(See page iv)
Pineo, Craig. *Peter Policemen.*
Heilbroner, Joan. *Robert the Rose Horse.*
McGinley, Phyllis. *All Around the Town.*
Dr. Seuss. *And To Think I Saw It On Mulberry Street.* (See page iv)

Songs—(Appendix, pages 26-27)
"Policeman"
"The Traffic Policeman"
"The Traffic Cop"

Speaker—Policeman arranged for in advance

Poem—"The Policeman" (Page 18)

Crayons

Scissors

Stapler

Yarn

6" x 6" yellow construction paper

Safety Pins

Ditto—Safety helpers (Appendix, page 29)

Dittos on Policeman (Appendix, pages 28, 30)

LEARNING SITUATION ACTIVITIES:

1. Ask the visiting policeman to discuss with the children:
   a. His uniform
   b. His job, and that he is their friend
   c. How he helps people
   d. The children may want to ask the policeman questions.

   Some questions the teacher may want to ask after the speaker is finished:
   a. Why is the policeman so important?
   b. Do you know a friendly policeman?
   c. How has he helped you?
2. Safety helpers worksheet

   Procedure as follows:
   a. Many things help to keep us safe on our streets.
   b. Let's look at our worksheet and circle all the things we can see that help to keep us safe.
   c. Discuss the five safety helpers found in picture.
3. Songs, poems, story
4. a. Give each child a copy of policeman's hat. Instruct them to color the ditto and cut it out.
   b. Teacher should staple two strings to each side of the hat to hold it on to the child's head and tie in back of the child's head.
   c. Draw and cut out a five-point yellow star.
   d. Teacher should pin the star on the shirt of child.
5. Games:
   Traffic game from Lesson 6

RELATED ACTIVITY:
Discuss two dittos on policeman

RHYMES AND POEMS

I'm a policeman big and strong,
I stand in traffic all day long;
I wave my arms and I blow, "Toot, toooooo,"
And the cars all stop when I tell them to.

The patrolman is a friend of mine,
He's at the corner in rain or shine,
He helps me look for cars each day
And sends me safely on my way.

Level: Kindergarten
LESSON 8

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Operations

PERFORMANCE INDICATOR:
Given the opportunity to hear a safety patrol monitor speak to the class, the children will demonstrate through role playing the proper procedure for crossing an intersection. (See Lesson 9, The Traffic Game; adopt to patrol monitor.)

SUGGESTED APPLICATION:
Safety, art

MATERIALS:
Three 4 x 18-inch strips of orange construction paper

Glue

Scissors

Crayons

Stapler

Yellow circle with safety patrol on it

Dittos—(Appendix, pages 31-32)

Review poems from Lessons 5-6

Speaker—Safety patrol monitor

LEARNING SITUATION ACTIVITIES:

1. Invite a safety patrol monitor to visit the class on this day.
    a. Discuss the duties of the safety patrol.
    b. Demonstrate patrol equipment.
    c. Explain to children the proper procedure for crossing the street where a patrol monitor is on duty.
        1) Where and how to stand and wait
        2) When is the proper time to cross?
        3) How and where to walk
    d. How does the patrol monitor help the crossing guard? The children may ask questions at this time. After visitation teacher may want to ask some of the following questions:
        1) Why should patrol monitors be obeyed?
        2) Where should you stand before you cross the street?
        3) Why do schools use crossing guards or safety patrol monitors?
2. Make orange patrol belts. Give each child three 4 x 18-inch strips of orange to color and decorate with safety symbols. Then teacher staples together. Staple two around the waist and the third one diagonally over the shoulders. Staple a yellow circle with safety patrol written on it to the diagonal strip of the belt.
3. Review songs, games, and poems from Lessons 5 and 6 about crossing the street.
4. Give the children a copy of dittos (Appendix, pages 31-32).

    Make sure each child is looking at the ditto of the patrol monitor and ask the children to draw what equipment is missing.

    Review: Who can explain an intersection? Who can explain a crosswalk? Why is a patrol monitor needed at an intersection? Where should you stand at an intersection?

    On the ditto draw your footsteps where you should walk across the street safely.

RELATED ACTIVITY:

1. Read the story below to small groups and discuss it.
2. Make a book of people who help us with safety by cutting out pictures from magazines.

SAFETY PATROL UNIT
LOWER ELEMENTARY*

SAFETY PATROL UNIT—LOWER ELEMENTARY

Let's pretend. Let's pretend that you are a member of the school safety patrol. You are wearing a bright orange or a white belt. You are standing at the street corner near your school.

You have a big job to do. You have to have eyes for many people. You have to see cars that are coming. You have to be sure it is safe to cross the street.

You do your job well. You obey rules. You dress neatly. You are always on time. You are polite to others. You care about the safety of others.

But you are not really a member of the school safety patrol. We were only pretending. You are not old enough to be a member of the patrol yet. Some day, maybe next year, you will be old enough. But first you must show your teachers and friends that you are interested in safety. If you do, you may be chosen to be on the patrol.

You can prove that you are interested in safety now. Here is how: (1) always obey all the safety rules you know, (2) help the safety patrol in your school by remembering that they are there to help you.

Do you know how a member of the safety patrol should act? Pick the right ways from the column at the left. Write them under the column marked RIGHT. Write the wrong ways under the column marked WRONG.

	WRONG	RIGHT
careful	______	______
unfriendly	______	______
polite	______	______
reckless	______	______
trustworthy	______	______
careless	______	______

**School Safety*, a publication of the National Safety Council, November-December, 1968.

AREA: Social Responsibility

SUB AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
Having viewed the transparencies depicting various pedestrian hazards in a neighborhood, the children will identify at least four of the hazards and predict a consequence for each hazard.

SUGGESTED APPLICATION:
Safety

MATERIALS:
One transparency master depicting entire neighborhood of Hazardville (Appendix, page 33)

Two transparency masters depicting specific neighborhood hazards (Appendix, pages 34-35)

Dittoes made from masters

Large safety pin

Two pipe cleaners

2 x 2-inch white paper

Black ink

One ditto of Hazardville

LEARNING SITUATION ACTIVITIES:

1. Show the transparencies depicting Hazardville.

2. Ask some of the following questions:

   a. What's happening?
   b. Are the children enjoying themselves?
   c. Is there a hazard that you can see?
   d. Could the little boy or girl get hurt?

3. Give each child the ditto. Explain that the children are to circle all the hazards that they can find. Look for correct pedestrian behavior, too. Color the ditto when finished.

RELATED ACTIVITY:
An easy project the teacher may want to make in advance: Form a "Pedestrian Safety Club" for all the children who can adequately predict hazards and perform safety as a pedestrian. Give each child a "Safety Sam" made previously by the teacher.

Construction of "Safety Sam" pins: Use safety pin for body, pipe cleaners for arms and legs, and add a paper head.

Level: Kindergarten
LESSON 10

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when participating in traffic as pedestrians.
COMPETENCY: (Course Goal)	Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Operations, Environmental Setting

PERFORMANCE INDICATOR:
Having experienced the bulletin board activity, the children will reproduce the safest route from their home to school on individual ditto sheets.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Construction paper—multicolored

Newspaper 4 x 6-inch—one for each child

Stapler

String or yarn

Crayons

Map ditto (Appendix, page 36)

Film—"Safely Walk to School" (See page iv)

LEARNING SITUATION ACTIVITIES (Day 1):
1. The teacher should make and put up the major part of the bulletin board ahead of time (Appendix, page 36).

2. Give each child a 4 x 6-inch piece of newspaper on which to draw, color, and cut out his house.

3. The teacher should place (one at a time) each child's house in its proper location; then take an imaginary walk from school to the child's house. Emphasis should be placed on stop signs, crosswalks, traffic lights, patrols, and other safety points.

4. After each house has been put up, the teacher should discuss the various places the children play. At the same time the class shall evaluate the safety of the play area. If it is safe, why?

5. Encourage the children to practice remembering their name, address, and phone number.

LEARNING SITUATION ACTIVITIES (Day 2):
1. a. The teacher should make mailboxes ahead of time using a 2 x 4-inch piece of multicolored construction paper for each mailbox. Each child's name and address should be printed on the mailboxes in advance.

   b. The teacher should make six telephone poles ahead of time using 1 x 6-inch pieces of brown construction paper, and place them at random on the bulletin board.

2. The children should practice their name, address, and telephone number.

3. The teacher tests each child and when the child is able to respond with the correct name, address, and telephone number, the mailbox is stapled next to the child's house for knowing his name and address and the yarn telephone line is stapled from the telephone pole to his house for knowing his telephone number.

4. The teacher should review the imaginary walk from school to each child's house.

LEARNING SITUATION ACTIVITIES:
The teacher should give each child a ditto copy of the bulletin board minus telephone poles and mailboxes. The teacher should mark the location of each child's house on that child's ditto. The child will have to show how to get from home to school by making a crayon path. The child may color and add to it when finished.

RELATED ACTIVITY:
Show the film, "Safely Walk to School."

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when participating in traffic as pedestrians.
COMPETENCY: (Course Goal)	Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
Having constructed a model village, the children will construct five additional safety features and will demonstrate safety practices and behavior as pedestrians.

SUGGESTED APPLICATION:
Art

MATERIALS:
24 x 36-inch tagboard—10 approximately—as desired by teacher

Shoe boxes—6

Milk cartons—half gallon size—12

Crayons

Construction paper—multicolored

Glue

Masking tape

LEARNING SITUATION ACTIVITIES:
(Several days are needed to construct the village)

1. Planning the model village: Ask students what they would want to have in their model city. Make a list as students name buildings and other features; take a vote as to the final selection.

2. Using ten 24 x 36-inch pieces of tagboard, construct a folding village. Three children should work on each tagboard, drawing and coloring it to resemble buildings. After all ten are done, hinge them together using masking tape, keeping the bottom edges even and varying the top edges with chimneys (Appendix, page 37).

3. The milk cartons are cars, buses, and trucks and should be covered with construction paper. Use different colored construction paper for windows and doors. Glue on tagboard wheels.

4. Begin to portray a safe day in the village. Each day have the children choose a new role.

RELATED ACTIVITY:
Take a walk through part of the neighborhood. Try to include a quiet street, a busy street, a shopping district, and areas displaying a traffic light, stop sign, crosswalks, and any other safety sign in that particular area.

Level: Kindergarten
LESSON 12

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate knowledge of the proper precautions to take to minimize the possibility of molestation.

CONTENT:
Pedestrian Safety

PERFORMANCE INDICATOR:
The student will identify two people who can provide assistance if someone attempts to molest him or her.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Story of Little Red Riding Hood

Copy of Block Home window sign (Appendix, page 38)

LEARNING SITUATION ACTIVITIES:

When children are young, parents often warn them not to speak to strangers. But children find it difficult to refrain from responding to an adult's offer of friendship. They must be impressed with the dangers inherent in accepting a gift from someone they do not know, getting into a stranger's car or going for a walk with an unfamiliar person.

Also, it should be noted that the child molester is not always the lurking stranger. A study by the U.S. Children's Bureau indicates that in more than 80 percent of reported cases of molestation, the offender was known to the victim or the victim's family. A similar British investigation confirms that more than half the children in the study were molested by a person they knew and in locations considered to be safe.

While it is important to warn against the stranger, it is wise to caution against advances by anyone and to advise what to do in such situations.

1. Present the story of "Little Red Riding Hood." Discuss with the students the problems she has with the wolf. How did she get help? Encourage them to suggest how she could have handled the situation differently.

2. Discuss to which people a student can go for help when a person offers a ride or a treat or wants to go for a walk. Have each student identify at least two persons, giving the name and location of each.

RELATED ACTIVITIES:

1. If the neighborhood uses the Block Home system, review the program with the class, displaying the sign. As a follow-up activity, ask each student to locate the nearest Block Home on the route to school.

2. Develop a bulletin board display with the Block Home program as the theme. Use the sign so the students become accustomed to seeing it.

Level: Kindergarten
LESSON 13

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the rules of the road for bicycle operation.

CONTENT:
Bicycle Safety—Regulators, Human Capabilities

PERFORMANCE INDICATOR:
Given several study prints depicting bicycling situations, the children will evaluate the safe and unsafe practices of handling a bicycle and demonstrate the safe procedures on the flannel board through story telling.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Film—"The Day the Bicycles Disappeared" (See page iv)

Flannel board and flannel graph pictures—Safety Pict-o-graph, by Standard

Study Prints—"Bicycle Safety" (See page iv)

Poem (See page 30)

White construction paper 9" x 12"

Crayons

"Know Your Bicycle Laws" (See page 30)

Oregon Bicycle Rules of the Road (See page iv)

LEARNING SITUATION ACTIVITIES:

1. Show the film—"The Day the Bicycles Disappeared" to the entire class.

2. The teacher may want to ask some of the following questions after showing the film and reinforce the following rules:
   a. Why were the bicycles angry and why did they disappear?

   b. Did they have good reasons to leave their owners? Name some of the reasons.

   c. Did the children know they were not obeying the safety rules of bicycles?

   d. What did the children have to do to get their bicycles back?

   e. What are some of the bicycle safety rules we should all remember?

3. The teacher should show the study prints and reinforce the following rules:
   a. Ride on playground until you learn to ride your bike well without wobbling. While riding on blacktop surface, ring your bell to let people know you are coming; never run into them.

   b. If you ride on the street where cars go too, keep to the right side, the same direction as the cars drive.

   c. Obey all traffic signs.

   d. Put out your hand to tell people in cars that you are going to turn or stop. (Refer to page 53 of booklet, *Bicycle Rules of the Road.*)
      1) Left hand extended—left turn
      Left hand up from elbow—right
      Left hand straight down—stop
      2) Diagram the hand signals

   e. Don't ask anyone to ride with you. Only one child rides on a bicycle.

   f. Keep both hands on handlebars.

4. Poem
(Kemper Insurance, Children's Safety Lessons No. 3, 1963.)

Riding bikes is lots of fun
    for little folks like we
When we race upon the playground,
    it's very much fun indeed.
But in the street we take great care,
    at morning, noon or night
For autos jump up when we think
    there's not a one in sight.

5. Flannel board—Children are grouped around the teacher. Give one child the pictures of bicycle

safety and ask him to create his own bicycle story on the flannel board with the pictures. The children who don't have the opportunity to create their story may use the following day to create and present it.

6. Give each child a 9 x 12-inch white piece of construction paper and ask him to draw a picture of himself riding his bicycle in a safe place.

KNOW YOUR BICYCLE LAWS

Rules of the road for bicycles were adopted by the 1973 Oregon Legislature. The new law (Chapter 580) changed equipment requirements for bicycles and added several new riding requirements.

Definitions

A bicycle is defined in Oregon law as every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 14 inches in diameter, or having three wheels, all of which are more than 14 inches in diameter.

Bicycle lane....means that part of the highway, adjacent to the roadway, designated by official signs or markings for use by persons riding bicycles.

Bicycle path....means a public way maintained for exclusive use by persons riding bicycles and designated as such by official signs or markings.

Equipment Requirements

When a bicycle is in use at night, the bicycle *or its rider* must be equipped with a headlight visible at least 500 feet in front of the bicycle. A red reflector must be large enough and mounted so it is visible from all distances from 100 feet to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle. The law also permits use of a red light, visible from 500 feet to the rear, in addition to the rear reflector.

Every bicycle must be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

It is against the law for a parent of any child or the guardian of any ward to authorize or knowingly permit any child or ward to violate the equipment requirement provisions of the law.

Riding Rules

You must ride upon or astride a permanent and regular seat attached to the bicycle.

A bicycle cannot be used to carry more persons at one time than the number for which it was designed and equipped.

If you ride a bicycle (coaster, roller skates, sled or toy vehicle), do not "hitch" a ride by attaching either yourself or the unit to some other vehicle.

You are to ride as near to the right side of the roadway as practicable, except on one-way streets. Exercise due care when passing a *standing* or *moving* vehicle going in the same direction.

On streets or roads where the designated speed exceeds 25 miles per hour, you must ride single file. In other locations, ride not more than two abreast.

If a *bicycle lane* has been provided adjacent to a roadway, bicycle riders are to use that lane and not the regular street or road.

Do not carry any package, bundle or article which prevents you from keeping at least one hand on the handlebars and having full control at all times.

Bicycle riders also are expected to obey all other traffic laws that apply to the driver of a motor vehicle, except those which by their very nature can have no application. (This is not new; Oregon law has long contained this provision.)

Motor Vehicles and Bicycles

A driver of a vehicle cannot drive or park on a bicycle path.

Drivers of vehicles cannot use a bicycle lane except when passing another vehicle on the right, when permitted by law. Before passing on the right and using a bicycle lane to do so, a driver must make certain the move can be made with safety. Right-of-way must be given to bicycles using the bicycle lane.

Bicycles and Pedestrians

When a bicycle is on a sidewalk, the rider is to give an audible warning before overtaking and passing a pedestrian and shall yield right-of-way to all pedestrians on the sidewalk.

Do not operate a bicycle on a sidewalk in a careless manner that endangers or would be likely to endanger any person or property.

Prepared by Oregon Motor Vehicles Division, Salem, Oregon 97310.

Level: Kindergarten
LESSON 14

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate understanding of the rules of the road for bicycle operation.

CONTENT:
Bicycle Safety—Regulators, Vehicle Capabilities

PERFORMANCE INDICATOR:
Given an illustrated poem depicting antics on a bicycle, the children will interpret four accidents that occurred because of carelessness and identify the safety rule that could have prevented the accidents.

SUGGESTED APPLICATION:
Language arts

MATERIALS:
Poem—"Five on a Bike" (Appendix, pages 39-44)

Book—Rey, H.A., *Curious George Rides a Bike* (See page iv)

Songs—See Lesson 15

"Know Your Bicycle Laws" (See page 30)

LEARNING SITUATION ACTIVITIES:

1. The teacher reads the entire poem (Appendix, page 39) while the class looks at the pictures.
2. The teacher starts at the beginning and reads the first two stanzas and asks the following questions:
   a. What are monkeys like?
      1) Curious
      2) Mischievous
   b. Do children act the same way?
3. Show Picture No. 2, read the corresponding stanzas, and ask the following questions:
   a. What did the monkeys do when they left the zoo?
   b. What safety rule could have prevented the accident?
4. Show Picture No. 3 and ask the following questions:
   a. Do you see something that the monkeys are doing wrong?
   b. Would you do the same thing?
5. Show Picture No. 4, read the corresponding stanzas, and ask the following question:
   What were the monkeys doing wrong that caused them to land in the water?
   1) Two on a bike
   2) Going too fast
   3) Not looking where they were going
6. Show Picture No. 5, read the corresponding stanzas, and ask the following question:
   Who can name two things that the monkeys were doing wrong?
   1) Three on a bike
   2) Hitching a ride by holding onto the truck as they were riding their bikes
7. Show Picture No. 6, read the corresponding stanzas, and ask the following questions:
   a. What was the next accident the monkeys had?
   b. What caused this accident?
   c. How do you think the monkeys felt? How would you feel if it happened to you?
8. Show Picture No. 7, read the corresponding stanzas, and ask the following question:
   What two rules did the monkeys break?
   1) Not obeying traffic signals
   2) Riding on sidewalk
9. Show Picture No. 8, read the corresponding stanzas, and ask the following questions:
   a. Why is hitting a baby carriage dangerous? Who could get hurt?
   b. How would you feel if you hit a baby carriage?
10. Show Picture No. 9, read the corresponding stanzas, and ask the following questions:
    a. Why were the police looking for the monkeys?
    b. If you were the keeper of the zoo, what would you have done with the monkeys?
11. Show Picture No. 10, read the corresponding stanzas, and discuss safety rules.
12. Story and songs.
13. Teacher should get permission and ask children to bring their bicycles for the following day's lesson, Bicycle Safety.

Level: Kindergarten
LESSON 15

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highway

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Regulators, Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a bicycle, the children will demonstrate the proper way to handle a bicycle and apply the safety rules.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Individual bicycles

Chalk

Cardboard box

Construction paper—red

White letters

Stick

Suggested skill-test course (Appendix, page 45)

Tape measure

Picture of a well-equipped bicycle 12" x 18" (Appendix, page 46)

Safety check list

Stop sign

Songs—review from Lesson 13

"Know Your Bicycle Laws" (page 30)

LEARNING SITUATION ACTIVITIES:

1. The teacher should show the picture of a well-equipped bicycle. Then ask the children to identify any part they see that is on their own bicycle. After identification of the parts of a bicycle, the teacher should discuss the purpose of these parts.

2. The teacher and the children then proceed to the skill test area for a demonstration by an older student.

3. If there are some kindergarten children who have bikes and know how to ride, the teacher may let them try to ride through the course.

Level: Kindergarten
LESSON 16

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when traveling as motor vehicle passengers.
COMPETENCY: (Course Goal)	Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Operations

PERFORMANCE INDICATOR:
Given a series of pictures depicting safe and unsafe student actions, the children will describe four procedures for school bus safety.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Dittos for color book (Appendix, pages 47-53)

Crayons

Books—(See page iv)
The Bingity Bangity School Bus
Kessler, Ethel and Kessler, Leonard, *The Big Red Bus*
Hastings, Evelyn. *Big New School*

Songs—"The Wheels of the Bus" (Miller, Mary and Kajan, Paula. *Finger Play*. See page iv.)

LEARNING SITUATION ACTIVITIES:

1. The teacher should show each of the pictures, evoking discussion from children. Ask some of the following questions:
   a. What's happening in the picture?
   b. Are the children behaving safely?
   c. If not, what could happen?
   d. Why is it important for the children to remember safety rules regarding the bus?
2. Song
3. Books—one story a day.
4. Arrange to have the children examine a school bus. Note the parts of the bus such as emergency door and its purpose, types of seat, bars, protecting front seats, handrails to step onto bus, fire extinguisher, windows, regular door, steering wheel, rear view mirror, and handle to open door.
5. The teacher may wish to have the students construct a coloring book from handout ditto sheets. This activity may be more than students can complete at one time and may be used in a later lesson.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Operations

PERFORMANCE INDICATOR:
Given a set of blocks and a wagon, the children will describe the importance of remaining seated on a school bus.

SUGGESTED APPLICATION:
Science

MATERIALS:
Small wagon

Tall building blocks

Story—See Lesson 16

Song—See Lesson 16

LEARNING SITUATION ACTIVITIES:

1. Have the children stand three or four tall blocks on end in a small wagon. Have one child pull the wagon suddenly. Ask them to note that the blocks fell backward. Set the blocks the same way and ask a child to pull the wagon and stop it suddenly. The children will note these blocks have fallen forward.

2. Have one child pull the wagon in a fast curve (start gently) so as to make the blocks fall to the side (to enforce centrifugal force).

3. The teacher may want to ask the following questions:

   a. Is it important to remain seated at all times until the bus has completely stopped? Why?

   b. What could happen to anyone who stands up on the bus and the driver makes a turn around the corner? Why?

   c. What could happen to someone who stands up on the bus and the driver must stop suddenly? Why?

   d. Is it important to stay alert at all times when riding the bus? Why?

4. Songs, story.

Level: Kindergarten
LESSON 18

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when traveling as motor vehicle passengers.
COMPETENCY: (Course Goal)	Demonstrate understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Operations, Environmental Setting, Human Capabilities

PERFORMANCE INDICATOR:
Having experienced a hypothetical school bus situation (while an unusually loud talking record is being played), the children will distinguish between the situation that hinders the bus driver's concentration and the atmosphere that allows him to concentrate while driving.

SUGGESTED APPLICATION:
Art

MATERIALS:

Record player

Record

Wood

Nails

Heavy paper and cardboard

Chairs

Yellow paint

Black, white, red paint

LEARNING SITUATION ACTIVITIES:

1. Sometime during the day when the children are concentrating on an activity, put the loud record on and show the lack of concentration that results. At a later time, when needed, refer back to this situation.

2. Build a bus estimating the size, and showing the picture of a bus (see illustration, page 40). The teacher must supply the materials in advance.

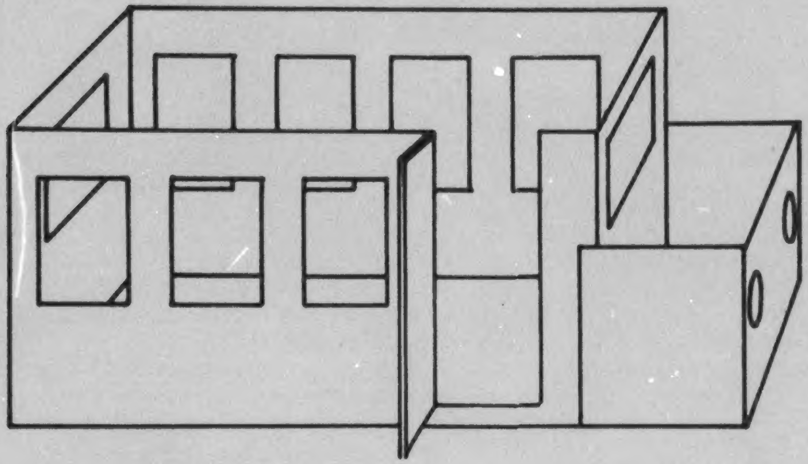
   The children, with teacher's guidance, begin by nailing two wooden strips together to form the top and bottom rectangular frame of the bus. Nail the vertical corner supports to the top and bottom frame. Continue by making a separate square frame of the wooden strips for the nose of the bus and nail it to the rectangular frame in proper position. Cover the sides and the nose of the bus with heavy paper leaving the top uncovered. Cut and fold back the door area in which the children enter the bus. Mark and cut out areas for the windows. Paint the paper yellow and, in black, add taillights and headlights, and other details as desired. Add interior parts such as cardboard steering wheel, fire extinguisher, gas pedal, handrails, etc. The children should use their school chairs for passenger and driver seats.

3. Choose one child to be the driver; the others are passengers. Separate the passengers into two groups: one to demonstrate good bus-riding habits and the other bad bus-riding habits. Refer back to the loud, irritating record session that would be distracting to the bus driver. Note the fact that if the children remembered their bus rules, the bus driver could concentrate on his bus driving and the traffic to better prevent any accidents.

4. Songs—(See Lesson 16)

   Story—"The Bingity Bangity School Bus" (See Lesson 16)

SCHOOL BUS ILLUSTRATION



RELATED ACTIVITY:
Discuss the children's adventures, feelings, and emotions regarding a bus ride.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Operations, Environmental Setting

PERFORMANCE INDICATOR:
Given the school bus constructed previously by the children, they will demonstrate safe conduct on a school bus.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Constructed bus

One shoebox and a smaller box (Discard lids)

Yellow, black, white construction paper

Glue

Staples

Cardboard

Crayons

Songs—(Refer to Lesson 16)

Story—(Refer to Lesson 16)

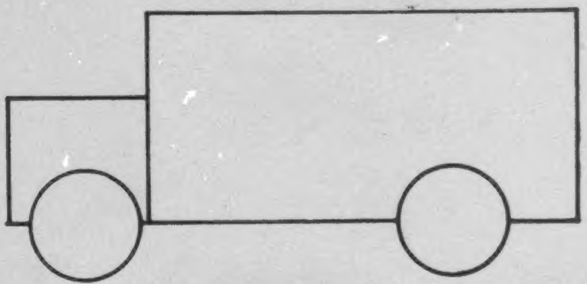
Small model of bus, made in advance by teacher

LEARNING SITUATION ACTIVITIES:

1. Divide the children in two groups: one group watches as the other group performs. The teacher should choose a bus driver and the children should proceed independently in acting out the safe procedures of waiting and boarding the bus, remaining seated while the bus is in motion, remaining normally quiet and not distracting the bus driver, keeping arms and heads inside the bus, remembering not to throw objects in the bus, obeying the bus driver and finally unloading at the bus stop.

2. Songs, story.

RELATED ACTIVITY:
Make school buses for each child to take home at end of bus unit (pictured below). Have the children work in small groups on this project. For each bus, you'll need one shoebox and a smaller box. (Discard both lids.) Turn the boxes upside down and cover them with orange construction paper. Glue or staple the smaller box to one end of the big one. Glue on cardboard wheels. Add details.



AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when traveling as motor vehicle passengers.
COMPETENCY: (Course Goal)	Demonstrate a general understanding of the dangers of riding in or on a motor vehicle.

CONTENT:
School Bus Safety—Operations, Environmental Setting, Human Capability

PERFORMANCE INDICATOR:
Given the situation whereby the children are sitting on the bus they've constructed and heads and arms are out the window, they will identify the consequences as a result of their extended limbs coming in contact with obstacles passing by the bus.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Songs—(See Lesson 16)

Stories—(See Lesson 16)

Ditto—(Appendix, page 54)

LEARNING SITUATION ACTIVITIES:

1. The children may choose their role either as bus driver, obstacle, or remain as passengers. Passengers are to put arms and heads out of window and the children as obstacles are to move in a circle around the bus bumping the arms and heads of the passengers.

2. The teacher may want to ask the following questions:

   a. How did the passengers feel as their arms and heads hit obstacles outside the bus?

   b. If these obstacles were real, what could happen to your arms and heads?

   c. How do the passengers think their arms and heads would feel if they were on a real bus and they hit obstacles at a very fast speed?

   d. If you were the bus driver, how would you feel having to take care of the careless passengers and watch the driving, too?

   e. How could these distractions cause the bus driver to have an accident? Why?

   f. If you have your arm out the window and meet a car too close, can you get you arm back inside the bus?

3. Songs, story.

4. Pass out ditto and instruct the children to circle the four safe ways to ride the school bus. Color the pictures.

Level: Kindergarten
LESSON 21

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate an understanding of the protection afforded by passenger restraint equipment.

CONTENT:
Car Passenger Safety—Operations, Vehicle Capability

PERFORMANCE INDICATOR:
Given some colored pictures depicting usage of a seat belt, the children will identify and describe the purpose and function of a seat belt.

SUGGESTED APPLICATION:
Social Studies

MATERIALS:
Three 8½ x 11-inch pictures: (See Appendix, pages 55-57)

- of a car seat with a seat belt
- of a little girl
- of a little girl falling forward bumping her head because the seat belt was not snug enough

One ditto showing a boy or girl sitting in a car with a seat belt on

One child's leather belt

One child's chair

Story about seat belts (page 46)

Crayons

LEARNING SITUATION ACTIVITIES:

1. The teacher should have the children grouped on the floor in front of her.
2. She should then proceed by reading the following story (page 46) and showing the appropriate pictures that accompany the story.
3. The teacher may want to ask a few questions as:
   a. How does a seat belt work?
   b. How does a seat belt protect a person from injury in accidents?
   c. Do you use a seat belt? Why?
   d. What other rules are important to remember while riding in a car? Refer back to school bus safety.
4. Activity:
   The teacher should give each child a copy of the ditto showing the boy or girl sitting in the car with their seat belts on. The children should color the picture.
5. Demonstration:
   The teacher should choose one child to demonstrate the following situations:

Not fastening the seat belt.

Johnny is riding to the store with his mother. He is standing on the floor in the back, his arm over the front seat, watching out the window and without his seat belt fastened. Suddenly his mother slams on the brakes. What could happen to Johnny in this situation?

. . .

Fastening the seat belt loosely.

Sally went riding with her father. She had fastened her seat belt loosely so that she could watch out the back window. Sally's father quickly turned the corner. What could happen to Sally?

. . .

Fastening a seat belt securely and snugly.

One day Billy and his mother were on their way to Grandmother's house. All of a sudden a dog ran out in front of the car. Billy's mother quickly stepped on the brakes to avoid hitting the dog. Was Billy in as much danger as Sally or Johnny? Why wasn't he?

a. Who was the safest boy or girl?

b. Which boy or girl would you want to be? Why?

c. What is the best and safest way for you to ride in a car?

SAFETY BELT STORY

Show Picture Number 1

When you get in the car, what is the first thing you do? That is an easy question. You buckle up. You fasten your safety belt. If you do not, you are taking a big chance. There is one other thing you must do.

Show Picture Number 2

Look at the poster. Look at the girl. What is she doing? She is pulling the safety belt. She is making it snug. Do you always make your safety belt snug?

Here is the story about the girl in the poster:

Lucy liked to ride in the car. She liked to watch out the window. She liked to see new places. Her mother and father told her: "Always put on your safety belt when you get in the car." Lucy put on her safety belt, but she did not pull it snug.

Lucy thought: If I pull the safety belt snug, I will not be able to move around and see out all the windows.

One day Lucy and her father went for a drive. A car in front of them stopped quickly. Lucy's father stopped quickly, too. Lucy flew forward. She bumped her head. The bump hurt.

Show Picture Number 3

Lucy's father said, "If you had pulled your safety belt snug, you would not have bumped your head."

The bump did not hurt too long, but Lucy always remembered this after that:

Buckle up and pull it snug.

******School Safety*, a publication of the National Safety Council, September-October, 1969.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals on the streets and highways.

COMPETENCY: (Course Goal) Demonstrate a general understanding of the safety rules for conduct as a pedestrian, as a motor vehicle passenger and while driving a bicycle.

CONTENT:
Review of Entire Safety Unit

PERFORMANCE INDICATOR:
Given a coloring book illustrating each unit in the year's safety lessons, the children will be able to interpret and identify from the pictures the safety rules portrayed.

SUGGESTED APPLICATION:
Art

MATERIALS:
Coloring book dittos prepared in advance (Appendix, pages 1-4, 28, 32, 58-61)

Crayons

Songs, games, poems from previous lessons

LEARNING SITUATION ACTIVITIES:

1. The teacher should group the children in a semicircle. Allow the children to discuss what they see in each picture as freely as possible. Allow for most discussion by the children, not the teacher.

2. Songs, games, poems (review).

3. Teacher should give each child the already prepared coloring book; allow children to color and take home as a culmination to safety unit.

TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS, K-3
LEVEL : I

GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible citizens when participating in traffic as pedestrians.	Demonstrate an understanding of the role of visual perception in pedestrian safety.	1 2 3 4 5	1 3 5 7 9
	Distinguish between safe and unsafe apparel for pedestrian travel.	6 7	11 13
	Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.	8 9	15 17
	Demonstrate a knowledge of the proper precautions to take to minimize the possibility of molestation.	10	19
Students will be able to function as responsible citizens when driving a bicycle.	Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.	11 12 13 14	21 23 25 27
	Demonstrate the proper techniques for operating a bicycle safely.	15	29
	Demonstrate an understanding of the rules of the road for bicycle operation.	16 17	31 33
	Demonstrate an understanding of the standards for selecting and maintaining a bicycle.	18	35
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.	19	37
	Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.	20	39

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Filmstrip and Source	16mm Film and Source	Books and Source
10		"Hansel and Gretel" (McGraw-Hill, 8 min., C, 1966) Division of Continuing Education, Film Library, 1633 SW Park Ave., Portland, OR 97207. Rental: $8.75	
14		"The Day the Bicycle Disappeared" (AAA, 15 min., C, 1967) Motor Vehicles Division, Public Information Office, Salem, OR 97310. American Automobile Assoc., 1712 G St., NW, Washington, DC 20006.	
17		"I'm No Fool on a Bike" (Walt Disney, 8 min., C, 1956) Motor Vehicles Division, Public Information Office, Salem, OR 97310 Division of Continuing Education, Film Library, 1633 SW Park Ave., Portland, OR 97207. Rental: $6.50.	
19			*The Bingity Bangity School Bus*, Grosset and Dunlap, Inc., 51 Madison Ave., New York, NY 10010. ND. ($1.00) Hastings, Evelyn. *Big New School.* Follett Publishing Co., 1010 West Washington Blvd., Chicago, IL 60607. 1959. ($1.25) Kessler, Ethel and Kessler, Leonard. *The Big Red Bus.* Doubleday and Co., Inc., 277 Park Ave., New York, NY 10017. 1964. ($3.95) Miller, Mary and Kajan, Paula. *Finger Play.* G. Schirmer, Inc., 866 Third Ave., New York, NY 10022. 1955.
20	"School Bus Safety" (Study Prints, Walt Disney), Walt Disney Films, 800 Sonora Ave., Glendale, CA 91201.		

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
After participating in visual exercises, the children will orally define central vision.

SUGGESTED APPLICATION:
Science

MATERIALS:
Two large colored pictures of single objects 12 x 16 inches (furnished by teacher)

One chair

LEARNING SITUATION ACTIVITIES:
Using the following demonstration, the teacher may explain that central vision occurs when we look directly at an object, focusing the image upon the fovea of the retina. Vision is at its clearest, most discerning stage.

The teacher should seat a student in the center of the room and instruct the child to look straight ahead. She shall bring the picture out from behind him slowly, holding it facing the child. Holding one of the pictures behind the child, the teacher can begin to move it into the child's field of vision.

The teacher should ask what the child can observe about the picture. What colors are visible? What shapes? What is the object? The teacher should be sure to move the picture slowly, stopping periodically for discussion, until the picture is directly in front of the child. Through comparison of vision perceived before and the current one of looking directly at the picture, the teacher can bring out these ideas and list them on the blackboard.

1. We see best when we look straight at something.
2. We call this center vision.
3. We see colors better.
4. We see shapes better.
5. We see how far away something is.
6. We see how big something is.

RELATED ACTIVITIES:

1. Repeat the above lesson using a child behind a seated person. The child selected should walk slowly from the back of the seated person, around to the side. After the exercise discuss how long it takes to recognize the child, what colors the person's clothes are, and how far away the child is.

2. Show slides of a series of street scenes. Show each slide first with five-second exposure, then a second time through with 60-second exposure. Discuss objects perceived. Look for one color, number of cars, or traffic signs.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
By imagining situations and possible solutions or the "best way out," the child will experience decision making and, with practice in imaginative and real situations, will be able to make "more accurate decisions" when emergency situations arise.

MATERIALS:
Writing paper and pencils or coloring paper and crayons

LEARNING SITUATION ACTIVITIES:
The teacher shall evoke images for the children's imaginations.

Group the children on the floor and tell them they are going to play a game of seeing. Ask for a volunteer. The volunteer will stand in front of the group with eyes closed (only if comfortable doing so) and picture the scene given by the teacher. After thinking as long as desired, the child can act out or discuss the mental picture created.

These are suggested scenes (role playing ideas) to use:

1. You are on a spaceship and have just landed on Jupiter. What do you see first? What do the people look like? How are they different from us? What are you going to do if they act friendly? Angry?
2. Blindfold this volunteer:
   a. Pretend you are a blind person and act out what you can tell about this room (world) and how you found this out.

   b. Pretend you have had an operation and suddenly can see. What are you looking at? How does it look?

   c. Pretend you are a seed that sprouted in spring. Tell what you see as you come out of the ground. What are you going to do if an animal comes along?

RELATED ACTIVITY:
After discussing the above ideas, the children may go to their seats and write a story or draw a picture on one of the above.

SUPPLEMENTAL TOPICS:
1. A little Irish elf decided to get into mischief and make everybody see as if they had green glasses on. With these green glasses on, tell what the world is like; what this room is like.
2. You have just won a trip to Africa; what do you want to see first, second, third. Describe as much about the items as possible.
3. One day while you were out walking, the sun decided to take a vacation. Tell what the world looked like to you and act it out.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
Children shall, through shadow observations, distinguish between flat and round objects of the same apparent shape.

SUGGESTED APPLICATION:
Science

MATERIALS:

1. four-inch square made from flat piece of paper
   four-inch square block
2. rectangle, 6 x 3-inch, made from flat piece of paper
   rectangle, 6 x 3 x ½-inch, made of styrofoam
3. two-foot equilateral triangle made of paper
   two-foot equilateral triangle of 2 inches in depth of styrofoam or cardboard
4. A toy car about 5 x 3 inches
   A picture of a car the same size

LEARNING SITUATION ACTIVITY:
Ask how the children can tell which objects are flat or round. The teacher should use the responses to evoke the idea that the shadow of the object can tell us if the object is flat or round. The idea that we can tell size by comparing it to a nearby object is important also. Continue the discussion by classifying the objects on display as thick or flat.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
The children shall observe the apparently different size of objects at various distances.

SUGGESTED APPLICATION:
Science

MATERIALS:
Transparency (Appendix, page 62) showing bicyclists at different distances.

LEARNING SITUATION ACTIVITIES:
The teacher shall ask the students to observe the apparently different size of objects at varying distances.

Begin the discussion by showing the transparency. How big is the first boy? How can you tell? Why does the last boy look so small? How far away is he?

The teacher should be careful to use comparisons to delineate how varying distances seem to produce different sizes. "How far away do you think the last boy is?" (Close, far, sort of close is all that a first grader can distinguish.)

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Environmental Conditions

PERFORMANCE INDICATOR:
Given exercises illustrating dusk and nighttime conditions, the children will describe the conditions and when they occur.

SUGGESTED APPLICATION:
Science (weather)

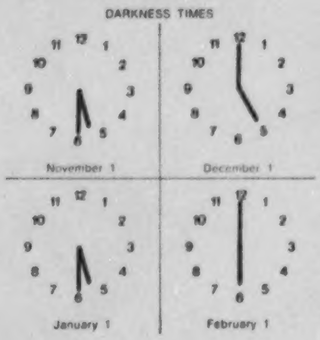
MATERIALS:
Markers, chart (Some kind of visual aid is needed so children can see what and when dusk is here)

Light gray construction paper, crayons

LEARNING SITUATION ACTIVITIES:
The teacher shall evoke from her students the following generalizations:

1. Dusk or twilight occurs between daytime and nighttime.
2. Twilight is a time when it is hard to see.
3. Some people can hardly see anything. This is called night blindness.
4. Night blindness may last only a few hours or many hours.
5. Drivers who have night blindness often will not see you walking or riding.
6. We must be especially careful to help drivers see us at dusk.
7. Dusk or twilight happens at certain times during the year. (Usually first graders can't tell time, discuss it as "just before dinner," "dinnertime," "after dinner," etc.)

RELATED ACTIVITY:
The teacher shall draw out the above generalizations from her students as they discuss the situation. They may then make the following chart as a class or on their sheets of gray paper individually.



Use language which is meaningful to the child. If dusk comes when it is time to do the chores, then adapt the chart.

TWILIGHT CHANGES

January 1; Dusk comes before dinner

February 1; Dusk comes at dinner

March 1; Dusk comes after dinner

April 1; Dusk comes later and later

GOAL: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Distinguish between safe and unsafe apparel for pedestrian travel.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given a list of colors, the children shall color pictures of clothing so that it can be seen easily by motorists in various types of weather.

SUGGESTED APPLICATION:
Science (weather)

MATERIALS:
Crayons

Coloring sheets (Appendix, pages 1-4 and page 63)

LEARNING SITUATION ACTIVITIES:

1. The teacher shall discuss with students the colors which are the easiest to see in each of the situations listed below:
    a. rainy weather
    b. sunny weather
    c. snowy weather
    d. evening
2. The children shall discuss whether the clothing they wear on each of the occasions listed above is appropriate for the situation. After the discussion the teacher may hand out the dittoed coloring sheets and instruct the children to color each of the items on the sheet with a color that is most appropriate for the item.

SUPPLEMENTARY ACTIVITY FOR FOLLOW-UP ON PEDESTRIAN SAFETY:

My Umbrella—Have the class write a poem.

1. Have an umbrella in class the day you write a poem. Demonstrate with the children the proper way of handling the umbrella.

2. Have a child try to walk from one end of the room to the other holding an umbrella which obstructs the child's view.

3. Are you endangering only yourself when you carry the umbrella in this manner? What are some of the things that could happen if you walked to school this way?

4. Use poem, or part of it, for a writing lesson.

5. Have them draw themselves picturing their own umbrellas. They may put a small photo of themselves where they have drawn the face. They can label it "I walk with my umbrella this way."

GRADE ONE:

Earn A Five-Point Safety Star:

1. Walk to the corner.

2. Check lights and signals.

3. Look all ways.

4. Watch for turning cars.

5. Walk carefully across the street.

Children will cut out large gold stars with five points.

Have them decorate each point for one of the above safety rules.

Ask the children to practice these five steps for one week each time they cross a street.

For those who remember this procedure every time they cross a street during the week, pin five-point stars bearing their names on the bulletin board. Small stars made of metallic paper might be pinned on clothing and worn if desired.

Level I
LESSON 7

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Distinguish between safe and unsafe apparel for pedestrian travel.

CONTENT:
General Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given colors against various backgrounds, the children shall determine which colors are easy to see.

SUGGESTED APPLICATION:
Art, Science (color)

MATERIALS:
Class art exhibit or school exhibit from another room or all-school display

LEARNING SITUATION ACTIVITIES:
The children shall observe the colors of the art exhibit and the teacher should so direct them beforehand. Through the discussion which takes place during the exhibit or afterwards, the teacher should draw out the following facts:

1. Bright colors are easiest to see, especially against light or gray backgrounds.
2. White is easiest to see against dark backgrounds.
3. White is not as easy to see against light backgrounds.

The teacher may continue to relate the exhibit to everyday safety by using the following examples:

1. If Mary were dressed in the colors of John's picture, could a bus driver see her on a rainy foggy day? Why or why wouldn't he be able to see her?
2. Which colors on Ted's picture would be good to wear at night, etc.?

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

CONTENT:
General Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given a prism the children shall identify the colors easiest to see and therefore most useful for traffic signals.

SUGGESTED APPLICATION:
Science

MATERIALS:
Slide or large picture of prism or rainbow.

Paper

Crayons

Large white paper to catch light rays from prism

Blackboard, chalk

LEARNING SITUATION ACTIVITIES:

1. The teacher should group her children together and ask: "How many colors are there?" "What colors are in sunlight?" "In what ways do we see some colors more clearly from the sun (especially sunsets)?" "If we see red colors at sunset, why don't we see them during the day?" "Do you suppose there might be other colors we don't usually see?" (List responses on the blackboard.)

2. The teacher may bring out the idea that white light is all of the colors together and that if we can separate them we can see their individual colors. One way to separate light beams is with a prism.

3. The teacher may then turn out the lights and shine a bright light through the prism. The children should then identify the colors as they shine onto a white sheet of paper placed to catch the beams. The teacher may ask: "Which colors are hardest to see?" "Which are the easiest?" "Which colors are at the ends?" "Are they easy to see?" "Do you think there are any colors we cannot see?" "Why?"

4. To bring out the concept of a rainbow, the teacher may ask the children why they see these rays of light after a rainstorm. The sun's light passes through moisture which acts as a prism.

5. The teacher should point out that the reds and greens of color spectrum are easy to see because our eyes are made to pick those up easiest. We usually see green first at night and we usually see red during the day first.

6. The teacher may continue discussion by asking: "Using what you have learned about colors we see best, what colors would you use if you were going to make signs or signal lights?" "Why?" "When would you use those colors?" "Would they show up clearly in fog?" "Rain?" "A storm?" "What signal lights and signs have you seen using these colors?" "Why do we have three colors on many traffic lights?" "Which traffic light is easiest to see during the day?" "At night?" (The teacher should summarize the discussion thus far.)

RELATED ACTIVITY:
The teacher should assign an activity in which the children make traffic signs or signal lights which they create from their own imagination or experience. Tell the children to make them simple and big.

When they are finished, they can compare the designs to a collection of real traffic signs.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the use of color to maximize the safety of the pedestrian.

CONTENT:
General Safety—Human Capabilities

PERFORMANCE INDICATOR:
The children shall discuss their knowledge about colors, using stories about their environment.

SUGGESTED APPLICATION:
Science (weather, color)

MATERIALS:
Paper, pencils

LEARNING SITUATION ACTIVITIES:
The teacher may discuss what the world would be like if red rain fell. As they explore this possibility, bring out such things as:

1. Red lights would be hard to see.
2. Streets would look like a red river and so on.

RELATED ACTIVITIES:
The teacher may then direct the class to write about one of the following topics or about one selected by the teacher:

1. If green snow fell, what would the world look like? How would it smell? Taste? Could you see green trees or stop lights easily? What would you wear?
2. If you were magic, what color would you make everybody's jacket? How would drivers see them in daytime and at night?
3. What would happen if we woke up and discovered all the traffic lights had disappeared?

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrates a knowledge of the proper precautions to take to minimize the possibility of molestation.

CONTENT:
Pedestrian Safety

PERFORMANCE INDICATOR:
The student will state five precautions to deter a molester.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Film, "Hansel and Gretel." (Available from DCE Film Library)

"Advice to Children" (See page 20)

Copy of the Block Home window sign (Appendix, page 38)

LEARNING ACTIVITIES:
When children are young, parents often warn them not to speak to strangers. But children find it difficult to refrain from responding to an adult's offer of friendship. They must be impressed with the dangers inherent in accepting a gift from someone they do not know, getting into a stranger's car, or going for a walk with an unfamiliar person.

Also, it should be noted that the child molester is not always the lurking stranger. A study by the U.S. Children's Bureau indicates that in more than 80 percent of reported cases of molestation, the offender was known to the victim or the victim's family. A similar British investigation confirms that more than half the children in the study were molested by a person they knew and in locations considered to be safe.

While it is important to warn against the stranger, it is wise to caution against advances by anyone and to advise what to do in such situations.

1. Show the film, "Hansel and Gretel." Discuss with the students why the two protagonists encountered difficulty. How should they have responded to the situation?

2. Ask the students what Hansel and Gretel should have done if the lady in the candy house had been a friend of their family? How would they feel if they had known her?

3. Introduce "Advice to Children." Review the list of suggestions, asking the children to identify the appropriate actions for Hansel and Gretel to take.

RELATED ACTIVITIES:
1. If the neighborhood uses the Block Home system, review the program with the class, displaying a copy of the Block Home sign. As a follow-up activity, ask each student to locate the nearest Block Home on the route to school.

2. Have the students practice their ability to recall a person's appearance by using photographs of people from magazines. The pictures should represent a variety of persons. Hold up the pictures for a few seconds and then ask the students to describe them. They can do this verbally or in writing.

ADVICE TO CHILDREN

Children:

Your parents and teachers are concerned for your safety. Please tell us about:

1. Any adult stranger who tries to join in your play.
2. Any person who wants you to leave the group you are playing with for any reason.
3. Any stranger who wants you to go for a walk or a ride.
4. Any person who shows you obscene pictures of people.
5. Any person who tries to touch you.
6. Any stranger who offers you a treat.

Remember also to:

1. Accept gifts from someone **only** if your parents are present and give their consent.
2. Avoid shortcuts through alleys, dark streets, wooded areas or empty lots.
3. Play only in places which your parents say are safe play areas.
4. Stay outside a house when you are selling anything door-to-door; always go with a friend.
5. Go to the movies with a friend or your parents. If someone tries to touch you, leave your seat and tell the person at the refreshment counter or ticket window.

—Adapted from "Advice to Children,"
Illinois Crime Prevention Bureau

Level I
LESSON 11

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

CONTENT:
Bicycle Safety—Environmental Setting

PERFORMANCE INDICATOR:
After seeing a picture for five to eight seconds, the students will recall and describe one object in that picture.

SUGGESTED APPLICATION:
Music, science

MATERIALS:
Flash cards (See Learning Activity 2)

A collection of sound effects (e.g., bell, horn, buzzer, cymbals, two sticks, sandpaper)

TEACHER INFORMATION:
When young children ride their bicycles, they must learn to be alert for pedestrians and automobiles. Being alert does not come naturally so the teacher must employ various activities that will sharpen the children's power of observation and listening.

Riding a bicycle is a privilege. It is important for us to stress to our children their responsibility in avoiding accidents. They must learn to control their bicycle, to ride it in a safe manner, and to be alert for pedestrians and automobile drivers who do make errors.

This lesson includes activities that will enhance the children's power of observation and listening. Sound effects are needed.

LEARNING SITUATION ACTIVITIES:
1. Testing alertness for sounds. Listen constantly for traffic approaching out of your line of vision.

   Teacher will blindfold one child in the center of the room. She will have all noise makers assembled. She quietly points to one child who tip-toes up to the objects and selects one to use. The child may move anywhere in the room—in front of the blindfolded child, in back, or to the side. The blindfolded child must be able to guess the direction of the noise and the type of object or instrument making the noise.

   The children will delight in this type of activity, and they will be more careful to listen for noises

2. Testing observation.
   Make colorful flash cards either of children practicing safe bicycle rules or single objects. Have children divide up into groups of two. One can hold up the flash card for a few seconds and then put it face down. The other child must tell at least five to eight things he noticed about the flash card. If he can't, he is given one more chance with the card. If he can, he may look at the cards and hold one up for his partner.

RELATED ACTIVITIES:
1. Tape record the noises of the city, such as a busy street during rush hour. Have the children listen and try to tell everything they can about the sounds. Is the noise far away? Are there many automobiles? Can you tell what the weather is like? Is traffic moving slow or fast?

2. Play the tape again and ask children to draw what they hear.

3. Invite the school nurse to explain the hearing test and the machine she uses. Perhaps the children can take turns being tested.

4. Invite to class a blind person with his Seeing Eye dog. You would be amazed at the wealth of information he can contribute to the class on the subject of alertness. For example, the children will be surprised to learn that when crossing an intersection it is the person guiding the dog with his directives, rather than the dog "reading" the WALK sign. The blind person must rely completely on his hearing to be aware of what direction traffic is moving, how fast it is going, if it has stopped. It is the blind person who directs his dog when to cross the intersection.

5. You might want to include a test of peripheral vision with this lesson. Holding two pencils, one at each side of a child's head and moving them toward the front, the teacher will make the child aware that his limited eye movement places some restrictions on his area of vision and often it is necessary to move his head from left to right in order to overcome the "blind" spot.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

CONTENT:
Bicycle Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given experiences of drivers at night, the children shall identify the ability of drivers to perceive bicycle riders with and without reflectors and headlights.

SUGGESTED APPLICATION:
Science, art

MATERIALS:
Transparency—(Appendix, page 92)

"Know Your Bicycle Laws" (page 26)

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
The teacher may first review which colors are easier to see at night. The teacher should stimulate the discussion with any of the following questions:

1. If you were the driver, which boy would be easier to see? Why?
2. If you were driving very fast, which boy would you be able to see to avoid hitting him? Could you avoid the unmarked bike?
3. What are your chances of seeing an unmarked bike when you are in a hurry? Upset? Sad? Angry? If you were talking to someone when driving, what might you not see?
4. How many of you have bikes that are unmarked? Do you ride them at night? Why? What can you do to help drivers see you at night?
5. How many of you have reflectors or headlights on bikes?
6. What is the Oregon law pertaining to bicycle lights? Page 17 of *Oregon Bicycle Rules of the Road*.

RELATED ACTIVITY:
The children may write letters to their guardians asking for reflectors and headlights or write thanking them for providing reflectors and headlights.

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when driving a bicycle.
COMPETENCY: (Course Goal)	Recognize the hazardous nature of bicycle in a motorized vehicle environment.

CONTENT:
Bicycle Safety—Regulations

PERFORMANCE INDICATOR:
Given a transparency of various vehicles, the child shall identify size differences between a bicycle and other vehicles.

SUGGESTED APPLICATION:
Science (classification)

MATERIALS:
Transparency (Appendix, page 64)

Overhead projector

Paper

Pencils

"Know Your Bicycle Laws" (See page 26)

LEARNING SITUATION ACTIVITIES:
The teacher shall discuss with the students these facts:

1. A bicycle is about three feet high; a car is five feet or higher.

2. A bicycle can be about three feet wide at the handle bars and a car 6 feet or more.

The teacher may initiate the discussion by asking, "Which vehicle is the smallest?" "Why?" "How can you tell?" The teacher should write responses down on paper for a summary later. (One could bring in a bike and measure it.) Continue questions with: "Who can demonstrate how big a bicycle is?" The teacher may pick two students to spread their arms to show size. After bicycle size has been satisfied, then compare it to the cars. "What size is the car on the top?" "The bottom?" "How can you tell what size it is?" "Who would like to help show how big a car is?" (They could measure a car in the parking lot.)

Continue with: "Which vehicle is the biggest?" "How do you know that it is the biggest?" "Who can demonstrate?" Pick several children to stand with their arms outspread to make an outline of a truck if room is big enough.

RELATED ACTIVITY:
Hand out paper and tell the children to make four pictures of vehicles. They are to label the smallest vehicle and the largest one. The teacher and the class may make up a sentence to go with each one of the pictures.

(Use attached worksheet to give to children.)

KNOW YOUR BICYCLE LAWS

Rules of the road for bicycles were adopted by the 1973 Oregon Legislature. The new law (Chapter 580) changed equipment requirements for bicycles and added several new riding requirements.

Definitions

A bicycle is defined in Oregon law as every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 14 inches in diameter, or having three wheels, all of which are more than 14 inches in diameter.

Bicycle lane....means that part of the highway, adjacent to the roadway, designated by official signs or markings for use by persons riding bicycles.

Bicycle path....means a public way maintained for exclusive use by persons riding bicycles and designated as such by official signs or markings.

Equipment Requirements

When a bicycle is in use at night, the bicycle *or its rider* must be equipped with a headlight visible at least 500 feet in front of the bicycle. A red reflector must be large enough and mounted so it is visible from all distances from 100 feet to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle. The law also permits use of a red light, visible from 500 feet to the rear, in addition to the rear reflector.

Every bicycle must be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

It is against the law for a parent of any child or the guardian of any ward to authorize or knowingly permit any child or ward to violate the equipment requirement provisions of the law.

Riding Rules

You must ride upon or astride a permanent and regular seat attached to the bicycle.

A bicycle cannot be used to carry more persons at one time than the number for which it was designed and equipped.

If you ride a bicycle (coaster, roller skates, sled or toy vehicle), do not "hitch" a ride by attaching either yourself or the unit to some other vehicle.

You are to ride as near to the right side of the roadway as practicable, except on one-way streets. Exercise due care when passing a *standing* or *moving* vehicle going in the same direction.

On streets or roads where the designated speed exceeds 25 miles per hour, you must ride single file. In other locations, ride not more than two abreast.

If a *bicycle lane* has been provided adjacent to a roadway, bicycle riders are to use that lane and not the regular street or road.

Do not carry any package, bundle or article which prevents you from keeping at least one hand on the handlebars and having full control at all times.

Bicycle riders also are expected to obey all other traffic laws that apply to the driver of a motor vehicle, except those which by their very nature can have no application. (This is not new; Oregon law has long contained this provision.)

Motor Vehicles and Bicycles

A driver of a vehicle cannot drive or park on a bicycle path.

Drivers of vehicles cannot use a bicycle lane except when passing another vehicle on the right, when permitted by law. Before passing on the right and using a bicycle lane to do so, a driver must make certain the move can be made with safety. Right-of-way must be given to bicycles using the bicycle lane.

Bicycles and Pedestrians

When a bicycle is on a sidewalk, the rider is to give an audible warning before overtaking and passing a pedestrian and shall yield right-of-way to all pedestrians on the sidewalk.

Do not operate a bicycle on a sidewalk in a careless manner that endangers or would be likely to endanger any person or property.

Prepared by Oregon Motor Vehicles Division, Salem, Oregon 97310.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

CONTENT:
Bicycle Safety—Regulations and Human Capabilities

PERFORMANCE INDICATOR:
Shown a movie on bicycle safety rules, the students will be able to cite two situations that involved a bicycle hazard and be able to predict the consequences.

MATERIALS:
Film—"The Day the Bicycles Disappeared" (See page iii)

"Know Your Bicycle Laws" (See page 24)

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
This lesson encourages children to constantly be alert for movements of other traffic.

They must anticipate movement of cars which pull into their path or turn in front of them. They must anticipate movement of cars coming out of parking spots, driveways, and sidestreets. They must be alert for opening of car doors and for pedestrians.

Show the film, "The Day the Bicycles Disappeared."

Discussion following film:

1. "Why did the bicycles disappear?"
   The children should be able to recall a couple of situations where the bicycle drivers abused their privilege of riding by not being responsible for their safety and the safety of others.

2. "Why is it necessary to keep far to the right of the road?"
   This discussion could reinforce the idea that bicycles are subject to the same rules of vehicular traffic as automobiles. We must move with traffic on the roadway. We want to blend into the traffic. "Is this the same rule that we follow when we are walking on a roadway?" "Why?"

3. "What would happen if we did not ride single file?"
   You might want to illustrate this point. Mark off an intersection with white tape on the classroom floor.
   Choose two or three children to act out riding their bicycles three abreast. With the aid of another child, role play the forced actions of a motorist as he approaches a situation such as this. You can use the blackboard to illustrate this situation. The children can immediately see what the motorist has to do to avoid an accident.

4. "How can we as bicycle drivers be courteous to the pedestrian?"
   The children will be able to offer many suggestions; however, the important point to stress is that we as cyclists are responsible for the safety of others and that the pedestrian has the right of way.

5. "When must we as bicycle drivers give the right of way to other vehicles?"
   It is important to stress here that the bicycle driver must always be aware that his bicycle offers him no protection in the event of a collision or spill. Regardless of what he feels should be his right of way, it is always in his own interest to give the motorist the right of way.

6. "How fast should we go when we are riding with the traffic?"
   Remind the children that they have to consider dangers of stopping quickly for some reason; the weather conditions and the presence of pedestrians.

RELATED ACTIVITIES:

1. Plan a group mural around the film. Each child may create a bicycle character with physical features such as eyes, nose, and mouth. Each child takes a section of the mural and places the bicycle character in a pleasing situation. For example: riding to the far right. You can help the child label the situation (e.g., "I'm happy when you ride me on the far right of the road.").

2. Design a bulletin board. Adopt a bicycle character and give the character a nickname ("Betty Bike"). Ask children to think of some good safety practices that would make Betty smile. Children may quote things such as be sure to give

the pedestrian the right of way. You can use this for a writing lesson, also. Have the child place the rule next to Bett[illegible]

3. Try to have some older children with bicycles demonstrate those things you stressed in your discussions. Use the young children as pedestrians to show right of way. Try to use your playground area for these demonstrations.

4. Look at the first picture on page 42 of *Oregon Bicycle Rules of the Road,* and tell what bicycle riders must do.

5. Discuss pictures on pages 42, 43, 44, 54, 55, and 56 of *Oregon Bicycle Rules of the Road.*

Level I
LESSON 15

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
The children shall, during a class discussion, demonstrate their knowledge of braking operations.

SUGGESTED APPLICATION:
Science (forces, friction)

MATERIALS:
One bicycle

Chart

Marking pens

Oregon Bicycle Rules of the Road

"Know Your Bicycle Laws" (page 26)

LEARNING SITUATION ACTIVITIES:

1. Group the children in front of the blackboard and begin discussion by saying, "Let's make a list of things that move." Try to subtly include a bicycle in the list; you may include as many items as you wish, ten is a good number.

   LIST
   dog
   bike
   airplane
   me
   etc.

   Arrange titles in columns such as:
   Things That Move
   How They Stop
   Care They Need

   Continue with "Now, let's make a list of how they stop."

   Dog—a dog stops by using his muscles (body).

   Bike—a bike stops by using the brakes. "Let's pretend the stopping part of our list disappeared, what would happen to: the dog?—the bike?—me?"

   Continue discussion by asking:

   "Do you think it's a good thing to stop moving things?" "Why?"

   The students can write short stories or make a story chart about their responses.

   Ask: "Is it important to be able to stop on your bicycle?"
   Why?: "Let's have a volunteer show us how to use our brakes."

2. Discuss pages 17, 24, & 25 of *Oregon Bicycle Rules of the Road,* pointing out the brakes and how they operate.

RELATED ACTIVITY:
Bring a bicycle to the class and demonstrate the use of the brakes. The teacher may continue further discussion by asking:

1. How can we take care of the brakes? (A check-up twice a year by service man.) This point can be brought out in a general discussion. (Pages 24 and 25 of *Oregon Bicycle Rules of the Road*)

2. What other machines have brakes? List answers. Discuss these mechanisms. Some may be:

   record player
   projector (movie)
   clock
   racing car
   passenger car

3. Color a picture showing above points.

SUPPLEMENTARY ACTIVITIES:

1. Pretend you just invented a bike; how would you make it safe to ride? This creative writing project can be done as a joint class project on story chart. A picture will be a nice touch.

2. Make a scrapbook of pictures from magazines of machines or forces and how they stop.

Item	How to stop	Care
light bulb	switch	electrician
bike	brake	service man

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when driving a bicycle.
COMPETENCY: (Course Goal)	Demonstrate an understanding of the rules of the road for bicycle operation.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
After seeing pictures in which lights and reflective parts are used, the children shall identify the safety features of headlights and reflectors.

SUGGESTED APPLICATION:
Science, art, math

MATERIALS:
Collection of pictures with lights or reflecting parts at night (chart or blackboard):

Cat's eyes at night
Reflective sign
White side of house
Stars
Moon through clouds
Flashlight shining
Reflector on bike
Light on bike (rear and front)
Car lights 200 yards
Person with reflective tape on jacket

Oregon Bicycle Rules of the Road

"Know Your Bicycle Laws" (page 26)

LEARNING SITUATION ACTIVITIES:
Group the children together. Slowly displaying the visuals, start a discussion with the following questions.

1. Why can we see these things at night? (One could bring out the idea that certain items produce light which makes them easy to see. Others do not produce light and they are harder to see.)
2. Which are easiest to see? Why? List on the board or chart.
3. Which of these are hardest to see? Why?
4. When these objects are moving, what makes them visible? Why?
5. What are the reflective items? What do we mean by reflective? Are they easier to see than the white side of the house? Why?
6. Which will a driver see first; a reflective jacket or a plain one?
7. Which will a driver see first, a bicycle with reflectors or an unmarked one? Why?
8. How many bicycle lights can you find on page 3 and on the front and back cover of *Oregon Bicycle Rules of the Road*?
9. How many bicycle horns can you find in the *Oregon Bicycle Rules of the Road*? How many bicycle taillights or headlights can you find?

RELATED ACTIVITY:
The teacher may have the children make a booklet in two parts:

1. "Things I See at Night"
2. "Things to Make Me Be Seen"

This may utilize the ideas discussed. The teacher may have the children color pictures of the above for a bulletin board similarly titled.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate understanding of the rules of the road for bicycle operation.

CONTENT:
Bicycle Safety—Regulations

PERFORMANCE INDICATOR:
Shown a movie on bicycle safety, the students will be able to identify two bicycle violations that could be hazardous.

SUGGESTED APPLICATION:
Language arts

MATERIALS:
Film, "I'm No Fool on a Bike" (See page iii)

"Know Your Bicycle Laws" (page 26)

LEARNING SITUATION ACTIVITIES:
A bicycle is generally considered to be a vehicle and is therefore subject to the same rules of vehicular traffic as automobiles. The bicycle driver must learn to be a safe driver in traffic, obeying all traffic signals, signs, and lights.

This lesson will focus on the fact that a good introduction to the rules of the road will encourage children to assume their responsibility as safety-minded drivers.

Film—
Walt Disney's, "I'm No Fool on a Bike"

Film Follow-up—Make experience chart

1. Ask the children what were some of the things shown in the movie that could have led to an accident?

   You might want to start keeping an experience chart to which the children can refer. Put their responses on the chart.

   a. "Clowning on a bicycle could lead to accidents."
   b. "Riding with objects blocking your view could lead to an accident."
   c. "Not looking both ways before entering an intersection could lead to an accident."

2. Encourage the children to think of rules they try to follow on their bicycles.

   Our Bicycle Rules

   1.

   2.

   3.

   4.

   5.

SUPPLEMENTAL ACTIVITY:
Invite a safety patrol monitor to accompany you and your class outside. Select one who rides a bicycle to school. Walk the children to the corner and review the right way to cross the street. With the monitor under your supervision perhaps the children can cross the street. (Be sure this street is not heavily traveled.)

After going through this procedure, ask the children "What must we always do before crossing at an intersection?" The desired response would be "Look to the right and left at all intersections."

Now have the monitor use the bicycle and show how to cross the street as a bicycle driver. The children should immediately see that a cyclist has no more right of way than a pedestrian; and that when the cyclist dismounts, it is necessary to look to the left and right before crossing.

After the monitor has gone through the steps of showing the children how a bicycle driver crosses streets, bring them all back into a group. You might ask, "Why is it best to get off your bicycle before crossing an intersection?" "Why do we look both ways?" "Does the bicycle driver have more difficulty crossing the street than the pedestrian?" "Why?" You may continue your questions, but remember the young child is going to retain more if the rules "come to life" through demonstrations.

When you return to the room, the children can draw the monitor or themselves crossing at an intersection the proper way.

RELATED ACTIVITIES:

1. Start a bulletin board, "Bravo for These Bike Drivers"—everytime a new bicycle rule is discussed, have the children illustrate it and you write a caption underneath.

   I look to the right and left before I cross an intersection.

2. Play a game—"Safety Patrol Monitor May I" (take-off on "Mother-May-I")

   Child: Safety Monitor may I cross the street?

   Safety Monitor: What will you do before you cross?

   Child: I will look both ways at the intersection.

   Safety Monitor: Fine, you may come two steps forward with your bike.

Set a goal line at the one end of the room so he first child to reach it becomes the winner. Continue to play using other bicycle rules and challenging the player to recite them before moving forward.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a bicycle, the children shall identify the need for proper fit.

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
A bicycle

Chart

Markers

Oregon Bicycle Rules of the Road

"Know Your Bicycle Laws" (page 26)

LEARNING SITUATION ACTIVITIES:

1. The teacher should impress upon his students the importance of bicycle fit especially in view of the fact that a first grader's motor coordination has not yet matured.

   The teacher may begin by saying, "Let's make a list of things that are made just for us." Teacher lists ten ideas on board (e.g., chair, dress, jacket, coat, shoes, ring, bike, glasses).

2. Discuss with the children how the above are made to suit each person in a special way. When the teacher discusses the bicycle in this list, it should be noted that a child should sit easily in the saddle with one foot resting comfortably on the lowest pedal. This should be demonstrated on the bicycle.

3. Discuss pages 29, 67, and 74 of *Oregon Bicycle Rules of the Road*.

4. Bring into class some of the items above and demonstrate with two children, short and tall, how these are made specially for the person.

5. For further comparison of size and use:

   "Suppose all bicycles were made 6 feet (or 1 foot) tall. What would it be like to ride it?"

   Could you reach the pedals? Why or why not? Could you control the handle bars and the pedals comfortably? Why? Would it be safe to ride in traffic? Why?

RELATED ACTIVITY:
The class may wish to make a story chart on the experiences one might have on such a bicycle.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Operations

PERFORMANCE INDICATOR:
Given a series of pictures depicting safe and unsafe student actions, the children will describe four procedures for school bus safety.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Dittos for color book (Appendix, pages 47-53)

Crayons

Books—(See page iii)
The Bingity Bangity School Bus
Kessler, Ethel and Kessler, Leonard. *The Big Red Bus.*
Hastings, Evelyn. *Big New School.*

Song—"The Wheels of the Bus" (Miller, Mary and Kajan, Paula. *Finger Play.* See page iii)

Regulations Governing Pupils Riding School Buses (See page 38)

LEARNING SITUATION ACTIVITIES:

1. The teacher should show each of the pictures and discuss them with the children. She may want to ask some of the following questions:
   a. What's happening in the picture?
   b. Are the children behaving safely?
   c. If not, what could happen?
   d. Why is it important for the children to remember safety rules regarding the bus?
2. Songs
3. Books—one story a day.
4. Arrange for the children to examine a school bus. Have them note the parts of the bus such as the emergency door and explain the purpose for each. Do this for the types of seats, bars protecting front seats, handrails to step onto bus, fire extinguisher, windows, regular door, steering wheel, rear view mirror, and handle to open door.
5. The teacher may wish to have the students construct a coloring book from handout ditto sheets. This activity may be more than students can complete at one time and may be used in a later lesson.
6. Show the children your copy of the regulations issued by the State Board of Education. Explain that these rules are posted in every school bus. Review the rules.

OREGON STATE BOARD OF EDUCATION REGULATIONS GOVERNING PUPILS RIDING SCHOOL BUSES

1. Pupils being transported are under authority of the bus driver.
2. The driver shall enforce local school board bus regulations.
3. Pupils shall use the emergency door only in case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall walk on the left side of road facing oncoming traffic when coming to meet the bus.
6. Pupils shall remain seated while bus is in motion.
7. Pupils may be assigned seats by the bus driver.
8. The bus driver shall instruct pupils how to cross the road.
9. Pupils shall not extend their hands, arms, or heads through bus windows.
10. Pupils shall have written permission to leave the bus other than at home or school.
11. Pupils should converse in normal tones; loud or vulgar language is prohibited.
12. Pupils shall not open or close windows without permission of driver.
13. Pupils shall keep the bus clean, and must refrain from damaging it.
14. Pupils shall be courteous to the driver, to fellow pupils, and passers-by.
15. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their right to ride on the buses.

(THESE REGULATIONS MUST BE KEPT POSTED IN A CONSPICUOUS PLACE IN ALL SCHOOL BUSES)

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.

CONTENT:
Bus Safety—Operations and Environmental

PERFORMANCE INDICATOR:
Given the situation in which the children are sitting in the bus they've constructed, with their heads and arms out the window, they will identify the consequences that might result from their extended limbs coming in contact with obstacles passing by the bus.

SUGGESTED APPLICATION:
Safety

MATERIALS:
Study prints—"School Bus Safety" (See page iv)

Songs—Refer to Lesson 16

Stories—Refer to Lesson 16

Ditto—Color the safe ways to ride the bus (Appendix, page 54)

LEARNING SITUATION ACTIVITIES:

1. The children may choose the role of either a bus driver, obstacle, or a passenger. Passengers are to put their arms and heads out of the window and the children who are obstacles are to move in a circle around the bus, bumping the arms and heads of the passengers.

2. The teacher may want to ask the following questions:

   a. How did you, as passengers, feel as your arms and heads hit obstacles outside the bus?

   b. If these obstacles were real what could happen to your arms and heads?

   c. How do you think your arms and heads would feel if you were on a real bus and you hit obstacles at a very fast speed?

   d. If you were the bus driver, how would you feel having to take care of the careless passengers and drive, too?

   e. Could these distractions cause a bus driver to have an accident? How? Why?

3. Songs, story

4. Discuss the question, "If you have your arm out the window and meet a car too close, will you react quickly enough to keep from getting hurt?" Discuss reaction time. Play games related to reaction time.

5. Pass out the ditto and instruct the children first to circle only the four safe ways to ride the school bus. Afterwards they can color the picture.

TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS , K-3
LEVEL , II

GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible citizens when participating in traffic as pedestrians.	Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.	1	1
		2	3
		3	5
		4	11
		5	13
		6	15
		7	17
	Demonstrate a knowledge of the proper precautions to take to minimize the possibility of molestation.	8	19
	Demonstrate an understanding of the role of visual perception in pedestrian safety.	9	21
		10	23
		11	25
Students will be able to function as responsible citizens when driving a bicycle.	Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.	12	27
	Demonstrate an understanding of the standards for selecting and maintaining a bicycle.	13	29
		14	31
	Demonstrate the proper techniques for operating a bicycle safely.	15	33
	Demonstrate an understanding of the relationship between speed and safety in traffic.	16	35
		17	37
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.	18	39
		19	41
	Demonstrate an understanding of the protection afforded by passenger restraint equipment.	20	43
	Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.	21	45
		22	47
Students will be able to function as responsible individuals when participating in traffic as a pedestrian, when driving a bicycle, or when traveling as a motor vehicle passenger.	Demonstrate an understanding of the relationship between weather conditions and safety in traffic.	23	49
		24	51
	Demonstrate an understanding of the process for making and enforcing safety laws.	25	53

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Filmstrip and Source	16mm Film and Source	Books and Source
8		"Meeting Strangers: Red Light, Green Light" (BFA Ed. Media, 20 min., C, 1969) BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90404.	
10 11		"Inky and Blinky" (AAA, 5 min., BW, 1957) Motor Vehicles Division, Public Information Office, Salem, OR 97310. American Automobile Association, 1712 G Street NW, Washington, DC 20006	
12	The teacher will need to provide a filmstrip, film or magazine pictures which illustrate (a) rush hour traffic; (b) uncrowded street; (c) rural area; and (d) gravel road.		
23 24	The teacher will need to provide a filmstrip, film or magazine pictures which illustrate (a) rainy weather; (b) snowy weather; (c) very stormy weather; (d) a sunny day; and (e) a foggy day.		

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety–Regulations, Environmental Settings

PERFORMANCE INDICATOR:
After viewing transparencies depicting eight pedestrian violations, the students will identify four violations and will predict a consequence for each.

SUGGESTED APPLICATION:
Health, social studies community unit

MATERIALS:
Transparency masters showing seven pedestrian violations that could lead to an accident. (Appendix, pages 34-35, 65-69)

LEARNING SITUATION ACTIVITIES:

1. Accidents do not just "happen"–they are caused, and they can be prevented. If children learn to recognize situations that lead to pedestrian accidents, they will be better able to avoid them. Through a discussion of where and why accidents occur, the teacher can help the class discover the pedestrian violations on the transparency more quickly. Before showing the master, the teacher and class can list places where accidents occur frequently. For example: at intersections, alleys, driveways, between two parked cars, and running out into street.

2. Questions about the chart:
   a. Most of the children here are not assuming their personal responsibility for reducing accidental injuries. How can their lack of responsibility lead to an accident?

   b. Take each situation and discuss it.
      1) A child running between parked cars.

      2) "What are some of the things that could happen to this child if he ran out into the street between two parked cars?"

      3) "What would have been the best thing for this child to have done?" In this way you are encouraging the learning of the rule: Do not run into a street from behind a parked car or between two parked cars.

      4) Discuss the situation involving the child running across the street in the middle of the block. Encourage the response, cross streets only at crossings.

      5) Discuss the situation involving the child crossing against light. Cross only when the light is green or the walk sign is on.

      6) Discuss the situation involving the child darting into street without looking. Look to both right and left before crossing street or going onto it.

      7) Discuss the situation involving the child darting across street in path of an approaching turning car. Look to see if a car is turning onto a street that you want to cross.

      8) Discuss the situation involving the child running across street. Walk across street. Do not run.

      9) Discuss the situation involving a child playing in street. Do not stand or play in the streets.

      10) Discuss the situation of a child not waiting on the curb before crossing. Keep off the street until it is safe to cross.

      11) Discuss the situation of a child walking with traffic when there are no sidewalks. On such a street, face traffic. Walk on the left side of the road.

   c. Have the children plan their own examples of pedestrian behavior and illustrate them with paper and crayons. Have them draw the situations opposite from the examples they saw in the transparency. They can label their drawings:

THE SAFE AND RESPONSIBLE
PEDESTRIAN

RELATED ACTIVITIES:

1. Plan a mock traffic court. Choose a judge, several violators, and a jury. Have the violator plead his case, the judge question him, and the jury sentence him.

2. For an arithmetic lesson, make a class graph showing where most of the accidents occurred that year. (Use the area around the school. Secure information from local police department.)

3. Make diagrams of pedestrian rules.

4. Make up a spelling lesson using words related to pedestrian safety: cross, streets, lights, look, walk, stop.

5. Have a "safety winner" box. Encourage children to write little notes to classmates they have observed following good pedestrian habits. Read them on Friday.

Level II
LESSON 2

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Human capabilities, Regulations

PERFORMANCE INDICATOR:
Given five slides depicting unsafe pedestrian actions, children shall identify three hazards. They will be able to role play the safe and proper pedestrian action as it relates to the situation.

SUGGESTED APPLICATION:
Health, social studies

MATERIALS:
Transparency masters depicting improper pedestrian behavior. (Appendix, pages 34-35, 65-69)

Child jaywalking (Appendix, page 35)
Child running across the street (Appendix, page 67)
Children talking and not paying attention as they cross intersection (Appendix, page 69)
Child running after ball that rolls out into busy traffic (Appendix, page 34)
Child walking past driveway without looking. (Appendix, page 68)

LEARNING SITUATION ACTIVITIES:

1. The teacher in the introduction to pedestrian safety must first define the role of a pedestrian. Through discussion, the teacher can appeal to the students' sense of order and maturity by encouraging them to recognize that their safety depends upon their thoughtfulness and care. In the discussion, the teacher can bring up these leading questions.

   a. Do we have more control when we walk or run? Why? What gives us control?

   b. Do we do our best thinking when we are talking and playing with others? What is necessary to think well?

   c. What are rules?

   d. Why do we have rules?

   e. What do we mean by "right of way?"

2. Show the transparencies

   a. Child jay-walking between cars. "Often we may feel that it is easier to cross in the middle of a street, but why is it a necessary rule to walk to the corner before crossing? What can happen when this child enters the street? Will all cars be able to see the child? How would you help this child avoid an accident?"

   Encourage the students to find their own rules for pedestrian safety. Simply giving a list of dos and don'ts in the area of safety discourages creative thinking.

   Encourage the children to become aware that crosswalks protect us and tell the bicycle and automobile drivers that we have the right of way to cross the street. Sometimes we may have the right of way to cross the street. Sometimes we may have the Walk signal but if a police officer is directing traffic, we must obey the officer instead of other signals or signs.

   Actually you can have the right of way only when other people give you your right to go. Fighting for our right of way may cause an accident.

   b. Child running across the street. "Why do more accidents happen when we run? What kinds of accidents can happen?" Refer back to the transparency. Discuss the hazards of running across the street and the accidents that could occur if a child were to fall in the path of an on-coming car.

   c. Children talking and not watching traffic as they cross the street. "When I am talking, and you are talking to your neighbor, is it easy for you to listen to me? Why is it important to be extra cautious as pedestrians; What could happen if you do not watch carefully as you cross the street? Is there a rule you can think of to help us cross streets safely?"

   d. Child running after ball. Encourage the children to find a good rule to remember concerning toys and traffic. "Where should we play? What could happen to the child running after his ball? What could we tell this child about safety?"

e. Child not looking both ways before entering intersection. "What must we do at a corner before crossing the street? Why? Can we see things to our sides if we look straight ahead? Let's try! Let's think of a rule that will keep all children safe when they are crossing at a corner."

RELATED ACTIVITIES:
Role play using classmade intersection:

1. Have children make the "intersection" using large white paper. They can duplicate an intersection showing crosswalks, dividing lines, street signs, traffic signs, and sidewalks. Use children as crossing guards, police officers and patrols.

   Create this floor plan intersection with small groups of children responsible for one section of the intersection.

   The teacher may reinforce the concepts of pedestrian safety by using hypothetical situations to test the children's knowledge and understanding of them. "Show us the proper way of crossing the street at a busy intersection. There is a stoplight and a WALK sign. What will you do?"

2. Make experience charts using the children's own stories of how they practice pedestrian rules.

3. Use a paragraph on a pedestrian rule for a writing lesson.

4. Have the children cut out magazine pictures of people, cars, bicycles, and traffic signals. Give them a large sheet of paper and have them draw an intersection. Have them paste their cut-outs on paper to show one situation of a pedestrian using one of the rules discussed.

5. Compose a list of good places to play away from traffic.

6. Take a walk around the school to find the crosswalks and traffic.

7. Take pictures of children in your own class being safe pedestrians. Make posters using these pictures.

8. Make a dictionary of safety terms. Use them in a spelling lesson.

9. Film—"I'm No Fool as a Pedestrian"

   This is an excellent film that can be used quite effectively as an introduction to this lesson or as a culminating activity.

Level II
LESSON 3

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulations and Operations

PERFORMANCE INDICATORS:
Having experienced learning activities relating to traffic lights and crossing streets as pedestrians, the students will correctly identify each color of traffic signal lights and will demonstrate the correct procedure for crossing streets.

SUGGESTED APPLICATION:
Safety, reading

MATERIALS:
Make an overhead transparency using the master in the Appendix, page 11:
- Bottom sheet should have outline of light box containing 3 circles
- next sheet: circle of red color to fit top circle.
- Next sheet: yellow circle
- Next sheet: green circle

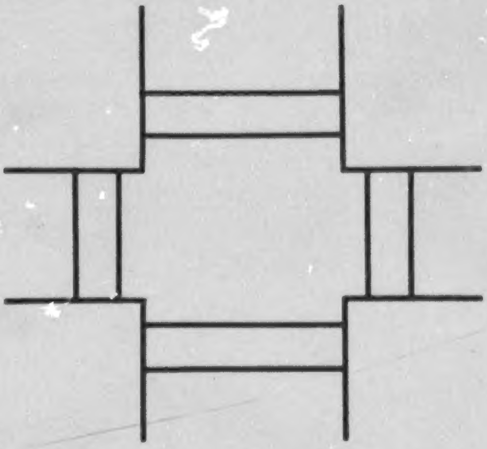
Large poster board drawing of traffic light

Follow-up lesson

Poem (page 9)

LEARNING SITUATION ACTIVITIES:
Most children of this age are familiar with the stop light, and need only a brief review. The important things to stress in the review are color, position, and meaning.

1. Place sheets on overhead, bottom sheet first. After brief introduction flip down red circle. Discuss. The important point here is the fact that this is the top circle on the light box.
2. Follow same procedure for yellow, eliciting "WAIT" meaning, and stressing middle position.
3. Do the same for green. (In some groups, this would be a good stopping place.)
4. Draw an intersection on the board.



5. Demonstrate to the children that pedestrians as well as cars are controlled by the light.
6. Use stick figures or flannel board characters to show pedestrians and cars. Stress use of eyes to watch for turning cars, etc. Do not rely only on the light.
7. If at all possible follow this lesson with a trip to a corner with a light. There you will be able to show the children approximately how long each color lasts on the light, how cars turn into the pedestrian walk way, especially toward the end of a green light, and how to safely cross the street.

FOLLOW-UP ACTIVITIES:
1. Coloring sheet (Appendix, page 70)
2. Construct a stoplight from construction paper, using pattern (Appendix, page 11)
3. Story with questions (See page 6)
4. Poem (See page 9)

MOVING EYES UNIT–LOWER ELEMENTARY*

Do you know this game? It is called "I Spy." Everyone can play. One person must be "it." He picks an object in plain sight. He doesn't tell anyone what it is. The class must guess what the object is.

"It" gives the class a clue. He might say "I Spy something red." Then the class asks "it" about the object. "It" may only answer "yes" or "no." When someone thinks he knows what the object is, he says, "I Spy" and gives his guess. If he is right, he become "it." Why don't you play the game now?

Could you play this game if you closed your eyes? Watch your friends as they try to find the object. Watch their eyes. Their eyes move from object to object in the room. They try to see everything.

You try to see everything, too. But not just when you play "I Spy." You must use your eyes all the time. Use them as if you were trying to find something. Before you cross the street, look left and right. Look all ways. Keep looking as you cross the street. Don't think one look will keep you safe. Play "I Spy" with your eyes every time you cross a street.

Fill in the blanks with words from the story above.

Sally walked home from school with her best friend, Beth. Sally was excited. She was going to be in the school play. The girls came to a ...... they had to cross. They stopped. Beth looked .... and .... But Sally was too excited to .... She let Beth be her .... Just as they started to .... a car turned the corner fast. Beth pulled Sally back. "I didn't .... that car," said Sally. "You were lucky this time," Beth said. "Next time use your own .... They are your best safety tools."

School Safety, a publication of the National Safety Council, January-February, 1968.

STANLEY TAKES A WILD RIDE*

As Otto the Auto watched a group of his young friends jumping into a neighbor's car to go to Cub Scout meeting, he smiled one of his great big grins. He knew that these boys couldn't be tempted to hitch a ride, even though getting there could be a problem, if the car wasn't there to take them.

What Otto didn't know was that his little friend Stanley was just now on his way home from school. He had been kept after class for misbehaving. Running as fast as he possibly could, Stanley arrived just in time to see the car with all of his Cub Scout friends disappearing in the distance . . . without him!

Stanley's mother wasn't home that day, so he looked high and low in all of the boxes and bowls for money for bus fare. But he couldn't find any money anywhere.

He walked out on the sidewalk, trying to decide how to get to the Scout meeting. He thought about walking, but it would be such a long walk that the meeting would be over by the time he could get there. If only somebody he knew would come along and offer to take him. How he hated to miss the Cub Scout meeting!

"I would never hitchhike!" thought Stanley, although he had to admit he was tempted. He turned his thumb up and down, just playing with the idea of what it would feel like to stand in the road and hitchike, while he said over and over to himself, "THUMBS DOWN ON HITCHHIKING!" At that moment, his little thumb was on the up-side, but only by accident.

And then, as if coming out of nowhere, a car was pulling up to the curb! The driver looked like a man who lived on Stanley's block . . . at least, he thought he did. He didn't know the man's name, but he felt sure he'd seen him before.

"Wanna ride?" came a voice.

"It really isn't hitchhiking if it is someone I know. . . . and . . . he looks like . . . well . . ." Stanley was so terribly eager to get to the meeting!

Before he realized what he was doing, he jumped right into the open door. The man reached over and slammed it, and away they went! As he glanced at the driver, he looked less and less like the one who lived on his block. Besides, the car was going faster than other people were driving, and when they got to the light that was RED for "STOP," they couldn't stop and they went right through it!

Sammy the Signal Light couldn't help flickering with fear when that car flew past him. He saw Stanley in it with the reckless driver. What could this mean? Sammy was very worried and wished Otto the Auto would come along, so he could tell him to follow the car and make it slow down.

The man was not only driving too fast, but the car was weaving around from side to side! Stanley knew something was wrong. Oh, why did he get in this car? Why? Why? Now he was very, very frightened, and sat stiff with fear.

At that moment Stanley saw a taxi as the man tried to pass it. Oh! It was Maxi the Taxi! Stanley looked at Maxi, and his eyes said "HELP!"

Maxi, who often helps Otto with safety emergencies, got the message right away, especially when the car passed the Recreation Center where the Scout meeting was and headed down a street that led right out of town!

"There's no time to find Otto," said Maxi to himself, as he put on the "OFF DUTY" sign on his windshield, "It's up to me!"

So Maxi the Taxi followed very closely behind the car. Maxi could go fast, too, but then Maxi was the best driver in town.

Stanley took another quick look at the driver. There was something very much wrong with him—and with car, too! It seemed that when he did try to slow down here and there, the brakes hardly worked at all . . . not a bit like his Daddy's strong brakes. He could tell the difference. And the man's face was different from the men he knew . . . he looked mean!

Stanley turned his head and looked backwards. Oh! There was Maxi! Quickly he turned back and pretended he didn't notice anything, so the driver wouldn't know why Maxi was back there.

Now they were on a bad, bumpy road. The car was shaking and rattling as it hit bump after bump. Then, suddenly, a taxi was ahead of them, blocking the road. It was Maxi! The driver of the car just had to stop. Putting his foot on the brakes as hard as he could, he barely managed to stop the car in time to miss hitting Maxi!

"Get out of the way, you!" he shouted.

"I can't move—I'm out of gas!" cried Maxi.

Stanley was very smart. Even though he had made a big mistake by getting into the car, he knew that Maxi was giving him a chance to get out of the car—if he could. Little by little he edged over to the door while the man was saying very ugly words to poor Maxi . . . his hand was on the door . . . he pressed the handle as fast as he could . . . and then he practically fell out in a heap while the man was trying to back up to go around Maxi.

Running just as fast as he could, Stanley jumped into Maxi's open door, banged it shut, and off they went! Turning back toward town and driving at a safe speed, Maxi carried poor scared Stanley back to the Recreation Center.

And who do you think was right there in front of the building? It was Otto the Auto. As Stanley hopped out of the taxi, Otto looked at him with huge, surprised eyes!

"Stanley will tell you what happened!" cried Maxi. "I've got work to do!" And off he went.

So Stanley told Otto about the man who picked him up and didn't stop at the Recreation Center. He told Otto how he went through a red light, and how funny the man had acted.

Otto's mouth was turned way down at the corners and he looked very, very worried. Stanley went on about the frightening ride, and how Maxi had saved him on the bumpy road.

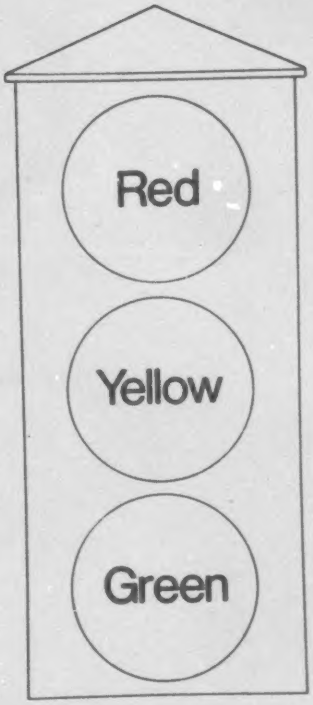
"Don't scold me, Otto, please!" cried Stanley. "I know I did wrong, and I'll never, never do it again as long as I live!"

Otto knew he was telling the truth. "Go to your meeting," he said, "and tell all the others just what happened to you when you got in a car with someone you didn't know very well!"

After Stanley told the boys, he said, "I'd rather walk ten miles than ever get into a car with a stranger again!"

So, boys and girls, remember what happened to Stanley—and remember too that Maxi might not come along and save you just in the nick of time, like he saved Stanley!

A POEM TO LEARN



THE TRAFFIC LIGHT*

The traffic lights we see ahead
Are sometimes green,
And sometimes red.

Red on top,
And green below.

Red means stop.
And green means go.

Red on top—stop, stop, stop.
Green below—go, go, go.

**Author Unknown*

Level II
LESSON 4

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
Given a questionnaire concerning the safest route to school, the students will list three facts relating to safety about the route that they follow to school.

SUGGESTED APPLICATION:
Math, social studies

MATERIALS:
Colored construction paper

Large white paper

LEARNING SITUATION ACTIVITIES:

1. The teacher, in her discussion of safety rules we use to and from school, will evoke from students the rules that apply to them in their own route. Some children will not be using all pedestrian rules because they may not cross a street with a traffic light. In the discussion of how each child's route differs, the teacher may include the questions below. The teacher may request that the students respond on paper for a memory quiz.

   a. How many corners do you cross on the way to school?

   b. How many of the corners have traffic lights?

   c. How many have word signals?

   d. How many have no signals at all?

   e. How many have school patrols? Police officers? Crossing guards?

2. The following day, given each child a copy of the story below to fill in the blanks.

   I cross. . . . . corners on my way to school. . . . . . . of the corners have traffic signals and . . . . of the corners have "WALK" signs. . . . . corners have patrols but . . . . have no patrols or signals at all. The corners without any signals are the . . . . to cross.

3. Have the children collect these sheets and redistribute them, making sure that each child has someone else's. Tell the children to read the fact sheet they now have and judge the safety of that particular route. They must support their statement with reasons. Why isn't this a good route? Are there any traffic lights, patrols, or signs? By judging another student's safety, they can relate to their own and perhaps question their route to school.

SUPPLEMENTAL ACTIVITY:
"Jig Saw Puzzle"

1. Have the children draw a "bird's-eye" view of a section of town, preferably the area around their school. It should consist of ten or fifteen city blocks. Have the children include a park, playground, parking lot, alleys, and driveways. Streets should be indicated between the square and rectangular blocks. It would be interesting for the children to show the vast difference in size and length.

2. When completed, have the children cut out the blocks, parks, etc. Be sure that each child keeps the cutouts away from others to be sure the pattern is preserved. Now, let them fit the parts together leaving streets between blocks. Corners will form. With fingers doing the walking, children will learn a great deal about crossings.

3. Have the children locate their house using a symbol. Later put in a legend.

4. Have them trace their path to school.

5. Decide together if the children are using the best route to school.

6. Have them trace their path to school.

7. Decide together if the children are using the best route to school.

8. As a final discussion, ask them about all the safety rules they use to get them to school safely every day.

9. Make an experience chart out of these ideas.

I practice
safety on the
way to school
by walking
on the sidewalks only,
crossing streets
at corners, and
looking both ways.

These charts are excellent supplementary materials for reading lessons.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulations, Environmental setting

PERFORMANCE INDICATOR:
Given the materials necessary to reconstruct a model intersection, the students will label the intersection with crosswalks, traffic lights, traffic signs, and street signs.

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Piece of cardboard (shirt cardboard is ideal)

Collection of toy vehicles contributed by the class

Ditto of intersection (Appendix, page 22)

LEARNING SITUATION ACTIVITIES:

1. The teacher, through a discussion of symbols which guide our everyday life, will evoke from the students examples of safety symbols. "How do we depend on symbols to guide us? Let's list all the symbols that we can think of that get us to and from school safely." It is here that you can start listing these symbols (e.g., the different colored traffic light, the red octagonal stop sign, the rectangle sign of warning. SLOW SCHOOL ZONE, the crosswalks). Symbols can be words. "How do we react to the exit sign? What does it tell us? What does the word "yield" mean to us? Why is it necessary to know the meanings of symbols that we see and use daily? Today we are going to have an opportunity to react to these symbols on the very streets that we are about to create." The teacher should draw an intersection on he board and discuss the signs that the class may find there. Signs on pages 36, 37, 38, 39, and 40 of *Oregon Bicycle Rules of the Road* may be discussed and used.

2. Give the ditto sheet of the intersection to each child individually. Leave it up to them to place the traffic lights and signs, street signs, and crosswalks.

   You may divide the children into very small groups (two children work well together in this situation). Each group should have a few vehicles to work with. Encourage free play for at least ten minutes. This will give the children an opportunity to establish a familiarity with the intersection and a role playing atmosphere.

SUPPLEMENTAL ACTIVITY:
The teacher may now encourage role playing with the intersection on the board, using cars and other participants. You may direct the first hypothetical situation while the children follow. One child may be a pedestrian, one may be the auto driver, bicycle driver, or other pedestrian.

Example:

1. "A pedestrian is crossing an intersection at the corner. A car is slowly approaching that corner and is about to turn into the path of the pedestrian. Let's react with each other. What will the auto driver do? Can anyone think of a rule that may go along with this situation? Can anyone think of symbols that were created for this very situation?"

2. "Two cars are approaching the same intersection at the same time. Who has the right of way?"

3. A car is pulling out of the alley into traffic (use middle of road), and a child is beginning to cross that alley.

4. A pedestrian has WALK sign. The person steps off the curb and hears a siren. React!

Continue setting up situations in which an accident is likely to occur. Encourage the children to react by identifying the hazards involved and predicting the consequences.

Example:
A child is crossing on the crosswalk. A bike driver, although stopped with the red light, continues rolling into that crosswalk. The child in an effort to move around the driver is forced into the moving traffic. Let's predict what could happen.

RELATED ACTIVITIES:

1. Show Walt Disney's film "I'm No Fool as a Pedestrian" which was used in lower grades but equally as effective here. (See page iii, Kindergarten Level.)

2. Encourage children to write a hypothetical story of an accident that could have happened at their intersection and why.

3. Have children create their own symbols and use those symbols to guide the other children.

4. Make a chart—"Traffic Accidents Happen Because"

5. Set up a safety current events bulletin board.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given a specific situation for a role playing activity, the student will react to the situation as he would in his own role as a pedestrian.

SUGGESTED ACTIVITY:
Social studies

MATERIALS:
An intersection—use white tape to mark off the floor to resemble an intersection

Posterboard for traffic signs and lights, cars, and bicycles

LEARNING SITUATION ACTIVITIES:

1. After the teacher has led a discussion of right of way for pedestrians, she can test the students' reactions to situations involving other pedestrians, cyclists, and automobile drivers. The class can form small groups to work on the intersection, making traffic signs, street lights, and traffic lights. They can help mark off the intersection and put in the crosswalks and lanes. Children can also work on making cars and bicycles from poster board to be held up during the role playing situations.

2. Teacher to students:
   a. "There is a child walking down a road. (Choose a child to follow your instructions.) The child approaches a corner, which is a four-way stop, and sees a bicycle driver approach the same intersection directly opposite. Who has the right of way?"

   b. "There is a car making a turn into the street. You are about to cross the street. Your sign says WALK. How would you react?"

   c. "You are beginning to cross the street with the WALK sign. You hear a siren. What would you do?" By now the class can actually see where real thinking is necessary. They can also analyze each situation and test their own reactions to see if they would have done the same thing the pedestrian did. Encourage the class to create some new situations to be acted out. Practice safe pedestrian rules by using your "makeshift" intersection.

RELATED ACTIVITIES:

1. Plan a safety test in which a child can decide who has the right of way.

2. Have children design their own intersections on drawing paper. Have them cut out signs, people, and cars and place them on the paper to depict a pedestrian right of way.

3. Find out who builds the streets and highways and who is responsible for their maintenance. Encourage the children to write letters to these people telling them of neglected streets in their neighborhoods.

4. Make a list of all the things a busy intersection should have. Find intersections that lack these qualifications in your own community and talk about how to take extra precautions.

5. Creative writing: "An Accident That Almost Happened"; "The Trouble With Crossing ......" (fill in name of the street); "If I Was A Stoplight On ...." (fill in name of street).

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulations

PERFORMANCE INDICATOR:
Given an example of a traffic violation, the children shall explain how to be prepared for those who do not obey the law.

SUGGESTED APPLICATION:
Social studies

LEARNING SITUATION ACTIVITIES:

1. The teacher shall relate one of the following hypothetical situations to the class:
    a. As Ted leaves school today he goes out the front door. As he crosses the street (or drive) a worried parent rushes up in a car without looking carefully. What could happen to Ted? What could he do to be prepared for such drivers? Do you think there are a lot of such drivers? Why?
    b. Jane is walking on the sidewalk. As she comes to the corner, suddenly a bicyclist with a passenger passes by very fast and doesn't see Jane. What could happen? Why? How could Jane be more prepared for such a bicycle rider? Why do you think the bicyclist behaves that way? Do you think there are a lot of riders like this? Why? How can we all be prepared for such people?
2. The teacher should ask the students to relate similar experiences. Stress the need to be alert pedestrians and to anticipate mistakes that other people might make.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate a knowledge of the proper precautions to take to minimize the possibility of molestation.

CONTENT:
Pedestrian Safety

PERFORMANCE INDICATOR:
The student will state five precautions to deter a molester.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Film—"Meeting Strangers: Red Light, Green Light"

"Advice to Children" (See page 20)

Copy of Block Home sign (Appendix, page 38)

LEARNING SITUATION ACTIVITIES:
When children are young, parents often warn them not to speak to strangers. But children find it difficult to refrain from responding to an adult's offer of friendship. They must be impressed with the dangers inherent in accepting a gift from someone they do not know, getting into a stranger's car or going for a walk with an unfamiliar person.

Also, it should be noted that the child molester is not always the lurking stranger. A study by the U.S. Children's Bureau indicates that in more than 80 percent of reported cases of molestation, the offender was known to the victim or the victim's family. A similar British investigation confirms that more than half the children in the study were molested by a person they knew and in locations considered to be safe.

While it is important to warn against the stranger, it is wise to caution against advances by anyone and to advise what to do in such situations.

1. Review "Advice to Children" before viewing the film.
2. Show the film, "Meeting Strangers: Red Light, Green Light." Ask the students to identify the precautions given in "Advice to Children" which were not presented in the film.
3. Ask the students what the children in the film should have done if they had known any of the adults portrayed. How would the children feel if the strangers were friends of their family?
4. Ask the students to define the terms "friend" and "stranger."

RELATED ACTIVITIES:
1. Have the students practice their ability to remember by using flash cards with fictitious license numbers on them. Hold up a card very briefly and then ask the students to write or say the number.
2. If the neighborhood uses the Block Home system, review the program with the class, displaying a copy of the Block Home sign. As a follow-up activity, ask each student to locate the nearest Block Home on the route to school.

ADVICE TO CHILDREN

Children:

Your parents and teachers are concerned for your safety. Please tell us about:

1. Any adult stranger who tries to join in your play.
2. Any person who wants you to leave the group you are playing with for any reason.
3. Any stranger who wants you to go for a walk or a ride.
4. Any person who shows you obscene pictures of people.
5. Any person who tries to touch you.
6. Any stranger who offers you a treat.

Remember also to:

1. Accept gifts from someone **only** if your parents are present and give their consent.
2. Avoid shortcuts through alleys, dark streets, wooded areas or empty lots.
3. Play only in places which your parents say are safe play areas.
4. Stay outside a house when you are selling anything door-to-door; always go with a friend.
5. Go to the movies with a friend or your parents. If someone tries to touch you, leave your seat and tell the person at the refreshment counter or ticket window.

—Adapted from "Advice to Children,"
Illinois Crime Prevention Bureau

Level II
LESSON 9

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety–Human Capabilities

PERFORMANCE INDICATOR:
Having experienced exercises for distance-judgment, the student will correctly assess ten-second intervals for crossing a street.

SUGGESTED APPLICATION:
Science

MATERIALS:
Measuring tape

Chalk

Large clock with second hand

LEARNING SITUATION ACTIVITIES:

1. To introduce the lesson, ask questions about judging elapsed time for crossing a street.

   a. Where do you cross a street?

   b. How do you know when it is safe to cross?

   c. How do you decide?

   d. How fast can cars go on the street?

   Evoke recognition of speed limit situations and zones as a cue to most cars' speed.

   Point out that this method is not always accurate, especially if someone is going faster than the limit.

   Explain to the students that you are going to give them a method to help them decide when it is safe to cross a street using a counting technique.

   How long is a second?

   Have students watch the second hand of a large clock and count out loud, "one thousand one, one thousand two, one thousand three," until they have their counts synchronized with the second hand of the clock. Then have them try it without the clock with the teacher leading. Follow this up with individual students trying to count it alone.
   NOTE: Usually, groups of students in their counting will get behind approximately two seconds in ten seconds. This does not, however, seem to affect an individual counting alone.

   How far can I walk in three seconds, five seconds, ten seconds?

   Have a single student start walking from a given staring point across the room. Have the rest of the class start counting when the single student starts from the starting point. When the class reaches one thousand three, stop the single student and measure the distance covered. Follow this same procedure with the five- and ten-second interval. Compare the various distances with the students.

   How far can an adult (teacher) walk in three seconds, five seconds, ten seconds?

   a. Have students count in seconds while the teacher does the walking. Now compare and discuss the difference.

   b. Go through this same basic procedure on an actual street so students realize the time it takes to cross a street.
   NOTE: By this time, students should realize that they need a margin of at least ten seconds to cross the street.

2. a. To obtain a reference point for depth perception, have students watch an approaching vehicle and tell you when it passes a designated point. Some students will have good depth judgment. Practice this until your students get a better sense of depth perception. Vary the designated point for a different reference and more practice.

   b. How far can a car travel in ten seconds going 30 mph?

   Have the students stand at one point near the curb at a corner where there is a 30 mph speed limit. Designate a point up the street with a post or some sign that is already there. When a car crosses this point instruct the class to start counting until the car crosses in front of them. If the time is ten seconds or more, the children now have an actual space that they can relate to in judging distance for safe crossing. Practice this several times with students. Change the starting point for more practice.

c. Instruct students that when you say "now," they are to look both ways and tell you whether it is safe to cross the street.

Practice this activity until the class can successfully identify the safe intervals. It will usually take no more than ten repetitions.

d. Vary the situation somewhat changing location to different speed zones or setting up a situation and having an automobile driver vary the speeds. The ten-second interval will always hold true as a safe gap time, regardless of the speed of the vehicle. After the students have practiced this technique, have them observe a situation without counting and then tell you if there would have been enough time to cross the street.

NOTE: These activities can be adapted to a bicycle as well.

EVALUATION:

Spot check at various intersections the following day to ascertain the amount of influence your lesson had.

Students must be reinforced as to the use of this technique from time to time (especially after one week).

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in pedestrian safety.

CONTENT:
Pedestrian Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given a series of night and twilight situations, the children shall identify defensive behaviors to use. The ability to anticipate careless drivers or those who are night-blinded will be strengthened.

SUGGESTED APPLICATION:
Science

MATERIALS:
Reflector tape for all students

Film—"Inky and Blinky" (See page iii)

LEARNING SITUATION ACTIVITIES:

1. The teacher shall evoke from the students the following generalizations in discussion:
    a. Certain drivers do not see well because they are careless or night-blind at twilight.
    b. Do not assume the driver sees you; act as if the driver doesn't.
    c. Cross only at corners where there is a streetlight.
    d. Do not stand close to any nearby object such as a mailbox, bush, tree or post. You could blend so well into the shadow a night-blind driver might think you are part of the object's shadows.
    e. Avoid standing near shadows.
    f. Cross only at lighted areas.
2. Initiate the discussion by asking the following questions:
    a. Do people always see well at all times of the day? Why not?
    b. What can people miss seeing when they are in a hurry? Sad? Angry? Careless?
    c. People who are night-blind have trouble seeing at twilight and at night. Why do they have trouble? What kinds of things do they not see? How can you make sure they see you?
    d. What colors make you visible to night-blind people? (Reflector tape!)
3. The teacher should have samples to show to the class. If the teacher has not introduced reflector tape before this lesson, now is a good time.
4. The teacher may tape a sample onto black paper. The lights should be turned off and the sample held at the opposite end of the room. Shine a flashlight upon it so that the children can see its reflective qualities. A similar black sheet of paper with a white strip may be put alongside it to compare.
5. The teacher may suggest that the students sew the reflector tape to their jackets or coats. A letter home may be written to tell about it.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the role of visual perception in traffic safety.

CONTENT:
Bicycle Safety—Regulators

PERFORMANCE INDICATOR:
Given descriptions of night distance situations, children will name three safety aids necessary for night bicycle riding.

SUGGESTED APPLICATION:
Science, health

MATERIALS:
Film—"Inky and Blinky" (See page iii)

"Know Your Bicycle Laws" (See page 28)

LEARNING SITUATION ACTIVITIES:

1. The teacher may initiate a discussion by asking the children, "What special things will you need to ride your bicycle at night?" As each item is named, ask why it is necessary. What does Oregon law say about equipment for night riding? (Page 17 of *Oregon Bicycle Rules of the Road*) What does common sense say about clothing? (Discuss clothing on pages 68 and 69 of *Oregon Bicycle Rules of the Road*)

2. Show the film and discuss how well you can see in the darkness. Ask how well you can see bicycles at night and what safety aids you can use to be seen.

RELATED ACTIVITIES:

1. Plan an imaginary three-day trip on bicycles. List in your story all of the important equipment you will need and how you will use it on your bike. Through this composition the children should realize the necessity of being prepared for events ahead of time.

2. Suddenly sunlight stopped coming from the sun. You are on your bike riding with friends. What would you do and what equipment would you have to have on your bike to be able to get home? This composition will help children be aware that their bicycles should be prepared for emergencies.

3. Create a Morse code message on your bicycle light.

Level II
LESSON 12

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.

CONTENT:
Bicycle Safety—Environmental Setting

PERFORMANCE INDICATOR:
Given transparencies of various traffic conditions, the children shall predict what they might see in a changing traffic environment.

SUGGESTED APPLICATION:
Science community project

MATERIALS:
Pictures showing (a) rush hour traffic, (b) uncrowded street, (c) rural area, (d) gravel road. Use magazine pictures, a film or a filmstrip to illustrate the conditions.

Worksheet (Appendix, page 71)

"Know Your Bicycle Laws" (page 28)

Oregon Bicycle Rules of the Road

LEARNING SITUATIONS:

1. The teacher may open a discussion by asking:
    a. Why don't we see the same things in the same place every day? (Show a picture of an uncrowded street.)
    b. Why might there be more traffic at 8:00 a.m. than at 2:30 p.m.? At which time is it more dangerous to be out on the streets? (Show the rush hour traffic scene.) How would city traffic be different from traffic in a small town or near a farm?
    c. In what other ways can you tell how streets or roads are different?
    d. Referring to page 42 of *Oregon Bicycle Rules of the Road* ask what the bicyclist should do. Will the car wait until pedestrian in white has crossed? Who has right of way?
2. Show the other pictures so the children can identify each type. Continue with these questions:
    a. On which kind of road can you stop or steer with the least amount of trouble on a bicycle?
    b. How is steering and stopping different on a gravel road?
3. Make samples of road surfaces out of clay; use sand for gravel.

    Write a paragraph about what a driver must watch for on these surfaces.

RELATED ACTIVITY:

1. Give the students the worksheet; ask them:
    a. Which side of the road is the correct side to ride on?
    b. Where could you cross safely?

KNOW YOUR BICYCLE LAWS

Rules of the road for bicycles were adopted by the 1973 Oregon Legislature. The new law (Chapter 580) changed equipment requirements for bicycles and added several new riding requirements.

Definitions

A bicycle is defined in Oregon law as every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 14 inches in diameter, or having three wheels, all of which are more than 14 inches in diameter.

Bicycle lane....means that part of the highway, adjacent to the roadway, designated by official signs or markings for use by persons riding bicycles.

Bicycle path....means a public way maintained for exclusive use by persons riding bicycles and designated as such by official signs or markings.

Equipment Requirements

When a bicycle is in use at night, the bicycle *or its rider* must be equipped with a headlight visible at least 500 feet in front of the bicycle. A red reflector must be large enough and mounted so it is visible from all distances from 100 feet to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle. The law also permits use of a red light, visible from 500 feet to the rear, in addition to the rear reflector.

Every bicycle must be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

It is against the law for a parent of any child or the guardian of any ward to authorize or knowingly permit any child or ward to violate the equipment requirement provisions of the law.

Riding Rules

You must ride upon or astride a permanent and regular seat attached to the bicycle.

A bicycle cannot be used to carry more persons at one time than the number for which it was designed and equipped.

If you ride a bicycle (coaster, roller skates, sled or toy vehicle), do not "hitch" a ride by attaching either yourself or the unit to some other vehicle.

You are to ride as near to the right side of the roadway as practicable, except on one-way streets. Exercise due care when passing a *standing* or *moving* vehicle going in the same direction.

On streets or roads where the designated speed exceeds 25 miles per hour, you must ride single file. In other locations, ride not more than two abreast.

If a *bicycle lane* has been provided adjacent to a roadway, bicycle riders are to use that lane and not the regular street or road.

Do not carry any package, bundle or article which prevents you from keeping at least one hand on the handlebars and having full control at all times.

Bicycle riders also are expected to obey all other traffic laws that apply to the driver of a motor vehicle, except those which by their very nature can have no application. (This is not new; Oregon law has long contained this provision.)

Motor Vehicles and Bicycles

A driver of a vehicle cannot drive or park on a bicycle path.

Drivers of vehicles cannot use a bicycle lane except when passing another vehicle on the right, when permitted by law. Before passing on the right and using a bicycle lane to do so, a driver must make certain the move can be made with safety. Right-of-way must be given to bicycles using the bicycle lane.

Bicycles and Pedestrians

When a bicycle is on a sidewalk, the rider is to give an audible warning before overtaking and passing a pedestrian and shall yield right-of-way to all pedestrians on the sidewalk.

Do not operate a bicycle on a sidewalk in a careless manner that endangers or would be likely to endanger any person or property.

Prepared by Oregon Motor Vehicles Division, Salem, Oregon 97310.

Level II
LESSON 13

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle—Regulators

PERFORMANCE INDICATOR:
Given two different sized bicycles, the children will describe the criteria necessary for a rider to fit a bicycle properly.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
One bicycle of large size

One bicycle of medium size

One chart

A magic marker

LEARNING SITUATION ACTIVITIES:
1. The teacher, through discussion, will evoke from students criteria that are important for a proper fit. Showing the larger bike, the teacher may ask a child of small stature to stand beside it asking, "Do you think this bicycle is a good one for (student's name)? Why or why not?"

   Look at pictures on pages 12 and 51 of *Bicycle Rules of the Road* and ask, "Does your bike lean more than this when you are stopped with one foot on the ground?"

2. After the class has answered, the teacher may ask the child to mount the bicycle and ask for further comparison. Next the teacher may bring the medium bicycle into the room and have a child who would fit the bicycle mount it and ask, "Do you think this bicycle fits (student's name) well? Why or why not?" The teacher should then write the student's responses on the blackboard or on a chart which depicts a good bicycle fit. Include these four points: (1) seat should be even with the ground yet comfortable to sit on; (2) one should be able to comfortably put a foot on the lowest pedal while seated; (3) the leg should be slightly bent while seated; (4) while seated hands should fall naturally on handlebars.

3. The teacher should discuss the items on the chart below. "How are these things especially made for you or other people?" Through this the children should learn that a bicycle should be specifically fitted for them just as their clothes and shoes are. Good fit is important for balance and control. Let one child bring a bicycle into the room. Try it for size. Let a smaller and a larger student try it for size.

ITEM	FIT FOR OWNER	
shoes	adult child	size 7 size 10
bicycle	adult child	large size small size
baseball mitt	adult child	large size small size
glasses	(select appropriate examples)	ground for seeing close ground for seeing far away
skis	adult child	long short

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Regulators

PERFORMANCE INDICATOR:
During a class discussion the children shall describe criteria necessary for personal selection of a bicycle.

SUGGESTED APPLICATION:
Social studies, health

MATERIALS:
Paper

Crayons

Pencils

Picture of proper bicycle fit (Appendix, page 72)

Worksheet (Appendix, page 73)

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:

1. Initiate a class discussion with the following questions:
   a. "How many of you have worn hand-me-down or used clothes?" Ask children to describe how the clothes fit or didn't fit.
   b. "What is special about your own clothes or your very own bike?" Children should learn that the fit of a bicycle is as personal as having properly fit clothes, shoes or glasses.
2. Continue to ask, "What is it about your bike that helps to make it fit you especially?" Through the discussion bring out the four requirements of a good bicycle fit.
3. Discuss page 74 of *Oregon Bicycle Rules of the Road*. Ask if parents helped buy the bike? If so, did they help you try it for size?
4. Let children (in groups of three) measure leg length and put their names on chart on page 74 of *Oregon Bicycle Rules of the Road.*
5. Label, and list the features of a good bicycle fit on the work sheet. The students may color the work sheet.
6. Write on this topic: "How would it feel to ride a bike that kept changing size like Alice after she ate the mushroom in *Alice in Wonderland?*"

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Regulators

PERFORMANCE INDICATOR:
Given a bicycle, the children will demonstrate brake operations and discuss their relationship to the brake mechanisms of other objects.

SUGGESTED APPLICATION:
Science (forces, machines); social studies (transportation)

MATERIALS:
A chart

Racer bicycle

Paper

Pencils

Magic markers

Oregon Bicycle Rules of the Road

LEARNING SITUATIONS:

1. The children who take part in this learning situation should be familiar with the concept of a force that moves. The teacher will center a class discussion around moving forces with these questions:

   a. How many objects can you name that move with force?

   b. How many of these objects are man-made? List on a chart under man-made forces. (See page 34)

   c. How can an object slow down or stop after it has been moving? List under stopping methods.

   d. If a bicycle has not already come into the discussion, enter it now by asking: What object do you use to ride on to school and for fun? How does it stop?

   e. Do you think it is important to be able to stop a bicycle? Why?

   f. What is the law concerning bicycle brakes? (Page 17 of *Bicycle Rules of the Road*)

   g. Have a volunteer come up and show how to use the brakes on a bike.

   The child will point to the braking parts as the teacher discusses how they work and the care they need. The discussion should give the students the opportunity to think creatively about the responsibility of caring for brakes.

   (1) What information does *Oregon Bicycle Rules of the Road* contain about brakes?

   (2) What information does *Oregon Bicycle Rules of the Road* contain about brake repair?

   (3) How does a hand brake differ from the foot brake?

   (4) What happens if you use the front wheel brake too hard?

   (5) What happens if you use the front wheel brake by itself?

2. The teacher can say "We have talked about objects that move with force and how we can slow or stop them. Pretend you are a wise inventor and try to design the most effective brakes you can with (a) magnets, (b) electricity, (c) mechanical parts." Through this creative writing and drawing project, the children should be able to appreciate the problems of creating brakes and their basic operations.

3. "We have discussed how a bicycle brake works and how other objects that move stop. Let's explore how some other unusual forces stop or brake." The class will then explore these: (a) laser beams, (b) Apollo 13, (c) train, (d) magnet, (e) sunlight.

RELATED ACTIVITIES:

1. Class mural on various forces and how they brake or stop.
2. Role play two bicycles, one with good brakes and one with bad or broken brakes, in conversation with each other. Their topic of conversation is the care their owners give them.
3. Creative writing: What would happen if all of a sudden all brakes on all bikes (or any man-made form of transportation) failed?
4. Write a letter home to mom and dad thanking them for their bicycles and good care. Remind them to check the brakes every six months.

FORCES	MAN-MADE	METHODS OF STOPPING
Rocket	Yes	brake rockets, gravity
Car	Yes	brakes
Bike	Yes	brakes on pedals or handle bars
Bullet	Yes	hits object or slows down
Wind	No	
River	No	
Sunlight	No	

(Continue with your own chart.)

Level II
LESSON 16

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the relationship between speed and safety in traffic.

CONTENT:
Bicycle Safety—Human Capabilities, Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a lesson on speed and accuracy, the students will predict whether they do their most accurate work with more speed or with less speed.

SUGGESTED APPLICATION:
Science (forces), social studies (transportation)

MATERIALS:
Paper and pencil

Access to a playground

Roller skates

Bicycle

"Know Your Bicycle Laws" (Page 28)

LEARNING SITUATION ACTIVITIES:
Speed control is one of the most important things about bicycle operation. You can lose control if you go too fast. The child will have to learn to estimate the speed of bicycles and other vehicles to drive a bicycle effectively. You will need access to a playground, roller skates, and a bicycle.

1. Does speed affect the quality of our work? Everyone take out a sheet of paper. "I am going to write some numbers on the board and I want you to copy them on your paper. I will give you a time limit and I want you to go as fast as you can in the time I give you."

   Put a series of numbers on the board and use a stopwatch to time children. When they're finished, have them check their neatness and accuracy. You can use math problems, a writing lesson, almost any activity that will encourage the children to conclude: Speed does not give me the control I need to do my best; or I lose control when I have to hurry.

2. Learning to judge stopping distance: Take the class out to the playground and let them experiment with stopping distances while running, roller skating, and driving a bicycle.

   a. Who has the most control? Why? Is it harder to stop when we are going faster?

   b. Have three children start out at the same mark and race to the other end of the playground. Say stop when they are halfway there and measure with chalk the distance it took to stop. Have other children help in the marking. Then have children start again—this time going slow enough so that they are in full control of themselves. Now when they have reached halfway say stop. Measure the stopping distance.

3. Build a science lesson on momentum as it applies to wheels.

   a. All wheels are made to roll. Once they have received the initial start, they continue to roll. The harder the pedal is pushed on a bicycle the faster the wheels go; why?

   b. Try this experiment on the playground. Have a cyclist drive a bicycle at a moderate speed. Then tell the child to coast until the bike stops. Try it again. This time from a slightly faster pace. Explain to the class that the act of coasting or rolling without mechanical help is due to momentum. The greater the speed, the more momentum and the harder it is to stop. Relate momentum to weight as well, and point out the importance of understanding momentum in becoming a good cyclist and eventually a good motorist.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians and when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the relationship between speed and safety in traffic.

CONTENT:
Pedestrian and Bicycle Safety—Human Capabilities

PERFORMANCE INDICATOR:
Given pictures depicting pedestrians, bicyclists, and drivers, the children shall identify functions performed by all of them.

SUGGESTED APPLICATION:
Science, social studies (transportation)

MATERIALS:
Worksheet (Appendix, page 74)

LEARNING SITUATION ACTIVITIES:

1. The teacher shall evoke from students through questions the idea that every pedestrian, bicyclist, or driver can speed up to move, turn, back up, go straight, slow, maintain speed, or stop.
2. Discuss the worksheet. What can each of these people do that is the same? As each child correctly responds, students may fill in the blanks on the worksheet. Ask the following questions:
   a. To back a car up, what must a driver do? A bicyclist? A pedestrian?
   b. What must a car driver, a bicyclist, or a pedestrian do to go straight? Make a turn? Slow down? Maintain speed?
   c. How does the way a bicyclist slows down differ from the way a pedestrian slows down?
   d. What special problems might a car driver have? Are there any for a bicyclist, a pedestrian?

Level II
LESSON 18

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.

CONTENT:
School Bus Safety—Regulations

PERFORMANCE INDICATOR:
Given a transparency of a bus, the children shall identify possible problems when entering and exiting a school bus.

SUGGESTED APPLICATION:
Social studies (transportation)

MATERIALS:
Transparency master of front and back of a bus with an overlay of children in wrong and right places. (Appendix, pages 75-76)

LEARNING SITUATION ACTIVITIES:
The teacher shall make the children aware that a bus driver's vision is limited to what is in front of the bus or what appears in the various mirrors of the bus.

To do this, ask the following questions:

1. "How much area around the bus can the driver see? Why?"
2. "Could a bus driver see a child standing by the rear wheels?"
3. "Why is it more difficult for the bus driver to see around the bus than it is for the motorist to see around the car? The bicyclist to see around a bike?"
4. "How does entering a bus differ from ent[illegible]ng a car or mounting a bike?"
5. "To help the driver see everyone entering, what side of the bus should children stay by?"
6. "Why is it important for the driver to see you?"

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible individuals when traveling as motor vehicle passengers and when driving a bicycle.
COMPETENCY: (Course Goal)	Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle, or on a bicycle.

CONTENT:
Bicycle and School Bus Safety—Human and Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a rearview mirror, the children shall identify the "blind spots" of bicyclists and drivers.

SUGGESTED APPLICATION:
Science (machines), social studies (transportation)

MATERIALS:
Pictures of cars and bicycle (supplied by teacher)

Sample rearview mirror from any vehicle, preferably a bicycle.

Transparency with overlay or dittos for worksheet (Appendix, pages 77-78)

LEARNING SITUATION ACTIVITIES:

1. The teacher may begin a discussion by asking: When you are riding your bike, what part of the world is easiest to see? (What you look at straight ahead.) Review central vision.
2. Continue with: What part is hardest to see? (Sides and rear.) Is this the same for drivers of cars? Why? Why might more accidents be caused by people or objects coming from the sides and rear? Why could these be called "blind spots?"
3. The teacher may now show the pictures of cars and bicycles to show broadside views. Help the children identify all the "blind spots" for each vehicle. Continue with these questions:
   a. How many blind spots do truck drivers have? Bus drivers? Bicyclists? Car drivers?
   b. How many rearview mirrors do most drivers have? Bus drivers? Truck drivers?
   c. How does a rearview mirror help a driver see?
   d. Could a rearview mirror help a bicyclist? How?
   e. How many of you have a rearview mirror on your bicycle?
   f. How should you take care of your rearview mirror?
   g. How else can you try to extend your sight to cover the blind spots?
4. On the worksheet, put Xs where the "blind spots" are for each vehicle. Why is it hard to see someone in these places? If you are in a blind spot, what can you do to tell the driver of your presence?

Level II
LESSON 20

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate an understanding of the protection afforded by passenger restraint equipment.

CONTENT:
Car Passenger Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a situation involving the sudden stopping of a vehicle, the children shall identify some of the problems involved.

SUGGESTED APPLICATION:
Science (forces), social studies (transportation)

MATERIALS:
Chairs

Students

LEARNING SITUATION ACTIVITIES:

1. The teacher shall arrange chairs and students to simulate riding in a car. The teacher shall elicit from the students these generalizations:
   a. All passengers and objects move forward with the vehicle.
   b. The quicker the stop, the more dramatic the forward motion.
2. The teacher shall initiate the discussion by telling the children to pretend they are going 40 m.p.h. They have to stop for a red light. She may ask them to lean their bodies in movement with the pretended stopping. This is not sudden. She may ask these questions:
   a. Why did you lean forward at first? Which stops first: the car or your body? Why does your body stop after the vehicle stops (not same time as bus)?
   b. After your body moves forward, why does it seem to swing backwards?
   c. What happens to books or boxes? Why?
3. Now tell the children they are going to accelerate up to 50 m.p.h. on their trip. Suddenly you must stop for an accident up ahead. There must be a fast stop to avoid hitting the car ahead. Act out your stopping. As students cooperate with sound effects, ask the following questions:
   a. What happens to your body as you stop suddenly? (It flies forward) Why? How could you help your body keep from getting hurt in this kind of a stop?
   b. How do seat belts help? How do they protect your body? Your head?
   c. What happens to the front of a vehicle when a stop is made? What happens to the back?
   d. Why do buses and trucks carrying dangerous cargo always stop before railroad crossings? If you are riding behind such a bus or truck, what can you expect to happen at every railroad crossing?
   e. A larger vehicle is seen more easily than a car but why does it take more distance to stop than a car?
   f. Can you think of any other differences between a car and a bus?
4. Make a chart of the stopping procedures of a car or other vehicle.

   Make a poster of how to avoid accidents when stopping.

SUPPLEMENTAL ACTIVITY:

1. Compare stopping motions of a car to:
   a. rocket
   b. space capsule
   c. ambulance
   d. bicycle
   e. boy running

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Regulations

PERFORMANCE INDICATOR:
Given a transparency of a bus floor plan, the children shall describe the proper way to leave a school bus and identify some of the problems involved.

SUGGESTED APPLICATION:
Social studies (transportation)

MATERIALS:
Transparency of school bus with overlays of riders. (Appendix, pages 79-81)

Oregon School Bus Drivers Manual (available from bus driver)

LEARNING SITUATION ACTIVITIES:

1. The teacher shall elicit from the students these generalizations:
   a. Students shall enter or leave the bus in single file.
   b. Sit quietly till it is your turn to leave the bus.
   c. When leaving the bus, passengers should pass in front of the bus where they can be seen by the driver.
2. The teacher may ask these questions to stimulate discussion while showing a transparency of children ready to leave. (First overlay.)
   a. Pretend you are ready to leave the bus to go see a U.S. spacecraft. You are excited. How should you leave? How would you feel inside?
   b. What is the quickest way to leave? The slowest? On this question bring out the idea that hurrying and shoving makes everyone angry and causes the exit to take longer.
   c. Continue: Why does hurrying or pushing make people take longer to leave? What does this do to people's feelings? Is this unpleasant?
   d. What should you do before crossing the street?
   e. If you have to cross a street, should you cross behind or in front of the bus? Why?
   f. Can the bus driver actually guarantee that all drivers will stop? Why not?
3. The teacher may now summarize what the students have said. Show the transparency with the second overlay.
   a. Which children are following the rules we've talked about? How can you tell?
   b. Which children could get hurt? Why?
   c. Which children can the bus driver not see? Why?
   d. What would happen if the bus driver should back up to make more room for those passing in front of him? Who would be responsible if someone got hurt?
   e. What could happen to the boy running across the street in back of the bus?
4. The teacher may summarize the discussion by telling the children to arrange their chairs like the seats on a bus and have them practice leaving the bus. After the exercise the teacher should ask the following questions:
   a. How do you feel after you have done it correctly?
   b. Are your feelings pleasant or not? Why?
   c. Which feelings are better, those which come from doing it right or rushing?

Stress to the children that doing it right and having pleasant feelings are worth more to their happiness and safety than the unpleasant way.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety—Regulations

PERFORMANCE INDICATOR:
Given a transparency of exits on a car and a bus, the children shall identify and evaluate emergency exits and procedures of both the bus and the car.

SUGGESTED APPLICATION:
Social studies (transportation or health)

MATERIALS:
Transparency of car and bus with overlay of exits. (Appendix, pages 82-83)

LEARNING SITUATION:

1. Through discussion the teacher shall elicit from the students these facts:

   a. The emergency exit on a bus is the rear door. On a car it is the other door or two doors.

   b. To open the emergency door on a bus, use the handle on the inside. It is hard to open; car doors are easier.

   The emergency door should never be opened while the bus is in motion. It should be opened *only* in the event of an emergency.

   c. The door will be at least three feet from the road. Children should exit carefully or serious injury could result.

   d. When leaving the bus, move in an orderly fashion. Move away from the road so there will be no danger of being hit by other traffic.

2. The teacher may show the transparency first (no overlay yet), and ask the following questions:

   a. Where are the emergency exits on buses? Cars? How are they different?

   b. How high is the exit on the bus as compared to a car? Does this make exiting easy or difficult on a bus? Why? How should one act upon leaving? Why? (Show overlay at this point.)

   c. If none of the doors open, how else can one get out?

   d. Why would a small child have a harder time getting out than an older child?

   e. How could children help each other getting out?

   f. If the driver is hurt, who will open the door?

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle and when participating in traffic as a pedestrian.

COMPETENCY: (Course Goal) Demonstrate an understanding of the relationship between weather conditions and safety in traffic.

CONTENT:
Bicycle and Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
Given illustrations of various types of weather, the children will describe how the conditions can affect pedestrians' and bicyclists' behavio

SUGGESTED APPLICATION:
Science (weather)

MATERIALS:
Pictures showing (a) rainy weather, (b) snowy weather, (c) very stormy weather, (d) sunny day, (e) foggy day. Use magazine pictures, a film or filmstrip to illustrate these conditions.

LEARNING SITUATIONS:

1. Ask what things keep us from seeing well when we are a pedestrian, a bicyclist, and auto driver on rainy days.
2. Show the rainy day picture and ask:
   a. How does this make driving a car or bicycle hard or easy? Why?
   b. Show the snowy picture and ask the same question. In rain and snow why might a good pedestrian or bicyclist not see or hear approaching cars?
3. As the teacher shows the picture of very stormy weather ask:
   a. Why is it important to be seen as well as to be heard?
   b. What can we do to make sure we are seen or heard? How do these weather conditions influence us on bikes?
4. Continue with:
   a. Why do we behave differently in summer than in winter? In the fall and spring, do we wear the same clothes?
   b. Why might a foggy day cause problems? How do people usually feel on a foggy day? Do they think they can or cannot see clearly on foggy days? Why? How can fog fool us by hiding or obscuring things? What should we do when we are in foggy weather?

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians, when driving a bicycle, and when traveling as a motor vehicle passenger.

COMPETENCY: (Course Goal) Demonstrate an understanding of the relationship between weather conditions and safety in traffic.

CONTENT:
Pedestrian, Bicycle, and car safety—Environmental Conditions

PERFORMANCE INDICATOR:
Given various weather conditions, the children shall describe how the conditions affect human safety behavior.

SUGGESTED APPLICATION:
Science (weather)

MATERIALS:
Pictures from Lesson 23 (See page 49)

Brown wrapping paper for mural

Crayons or colored chalk

LEARNING SITUATION ACTIVITIES:

1. The children shall, through discussion, explore how weather can force us to behave differently. They will understand that certain ways of behaving during severe weather conditions are imperative to their safety.

   The teacher shall evoke from the students their impressions of weather changes through questions such as:

   a. How did the clouds change from sunny weather to cloudy? Stormy?

   b. How did the clearness and color of the sky change? The air?

   c. What changes occurred in the wind? Was the wind blowing in one direction or several? How does this affect you when out walking? On a bike?

   d. In severe winds what should you do? Why? In a tornado? Hurricane?

   e. Does rain always stay the same? Why not? What is hail? How does hail change what we do when we are outside? How does it affect plants, animals, and man-made things?

   f. How does snow affect us? Why? How can snow blind people? What should one do in a snow storm? Why?

   g. What kinds of feelings do weather changes give you? Can you see anything that is beautiful? Sad? Frightening? If we feel frightened, what's a good thing to remember? How do storms help us?

2. Now the teacher shows the pictures of the types of weather and for each ask: "What should these people do to see better? To keep warm? To protect themselves? To make sure other people see them?"

   NOTE: A good time to use this lesson would be on a stormy day so children can experience it firsthand.

3. The children may write a story about one kind of weather and what they do to change their behavior as it arrives. For instance, Jane may write a story of a camping trip where a snowstorm came suddenly. She would tell how the campers adjusted to it. The class may make a mural of people walking, riding on a bike, or riding in a car in each type of weather.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as passengers in motor vehicles, when driving a bicycle or when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of the process for making and enforcing safety laws.

CONTENT:
General Safety—Regulations

PERFORMANCE INDICATOR:
After a visit with a police officer or attorney, the children shall identify the people who make traffic laws and those responsible for enforcing them.

SUGGESTED APPLICATION:
Social studies (government)

MATERIALS:
Any of these:

A visit from a police officer

A visit from a traffic court attorney or judge

A tape recorded session from traffic court.

LEARNING SITUATION ACTIVITIES:

1. The class may invite to class an attorney, police officer, or officer from traffic court. Ask the person to explain the job as executor or keeper of the law and who makes traffic laws, also.

   If a speaker is not available, the teacher may ask a local police officer to obtain a tape recording of a session in traffic court. A recording from the state legislature debating a traffic law would be good, too.

2. After the lesson the students should ask questions. They may act out the process of making a law by role playing a city council or state legislature passing laws.

TRAFFIC SAFETY EDUCATION
FOR OREGON SCHOOLS , K-3

LEVEL : III

GOAL	COMPETENCY	LESSON	PAGE
Students will be able to function as responsible citizens when participating in traffic as pedestrians.	Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.	1	1
		2	3
		3	5
		4	7
		5	9
	Demonstrate a knowledge of the proper precautions to take to minimize the possibility of molestation.	6	11
Students will be able to function as responsible citizens when driving a bicycle.	Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.	7	13
		8	15
		9	17
		10	19
		11	21
		12	23
	Demonstrate the proper techniques for operating a bicycle safely.	13	25
		14	27
		15	29
	Demonstrate an understanding of the relationship between speed and safety in traffic.	16	31
Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.	17	33
	Demonstrate an understanding of the ways to maximize the safety of all school bus passengers.	18	35

TEACHING AIDS NOT INCLUDED IN THIS HANDBOOK

Lesson	Filmstrip and Source	16mm Film and Source	Books and Source
1		"I'm No Fool as a Pedestrian" (Walt Disney, 8 min., C, 1956) Motor Vehicles Division, Public Information Office, Salem, Oregon 97310 Division of Continuing Education, Film Library, 1633 SW Park Avenue, Portland, OR 97207. Rental: $6.50.	
4		"Safety on the Street," Second Ed. (Encyclopaedia Britannica, 11 min., C, 1965) Encyclopaedia Britannica, 2494 Teagarden Street, San Leandro, California 94577	

Level III
LESSON 1

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulations, Environmental Setting

PERFORMANCE INDICATOR:
Given the materials necessary to reconstruct a model intersection, the students will label the intersection with crosswalks, traffic lights, traffic signs, and street signs.

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Piece of cardboard (shirt cardboard is ideal)

Collection of toy vehicles contributed by the class

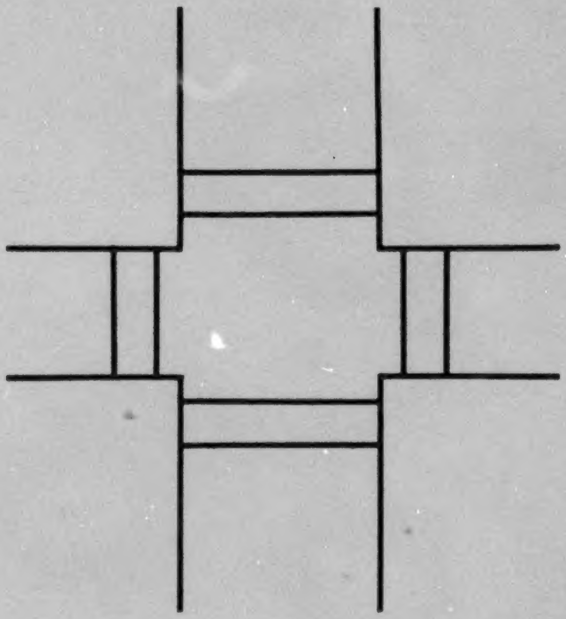
Transparency with signs (Appendix, page 84)

LEARNING SITUATION ACTIVITIES:

1. The teacher, through a discussion of symbols which guide our everyday life, will evoke from the students examples of safety symbols. How do we depend on symbols to guide us? Let's list all the symbols that we can think of that get us to and from school safely. It is here that you can start listing these symbols (e.g., the many colored traffic light, the red octagonal stop sign, the rectangle sign of warning, SLOW SCHOOL ZONE, the crosswalks).

   Symbols can be words. How do we react to the exit sign? What does it tell us? What does the word "yield" mean to us? Why is it necessary to know the meanings of symbols that we see and use daily? Today we are going to have an opportunity to react to these symbols on the very streets that we are about to create.

2. The teacher should draw an intersection on the board and discuss the signs that we may find there. (Appendix, page 84)



Have the children follow your example and draw the intersection individually. Leave it up to them to place the traffic lights and signs, street signs and crosswalks.

You may divide the children into very small groups. (Two children work well together in this situation.) Each group should have a few vehicles with which to work. Encourage free play for at least ten minutes. This will give the children an opportunity to establish a familiarity with the intersection and the role-playing atmosphere.

RELATED ACTIVITIES:

1. Show Walt Disney's "I'm No Fool as a Pedestrian" used in lower grades, but equally as effective here. (See Level K, page iii)

2. Encourage children to write a story about a hypothetical accident that could happen at their intersection and why.

3. Have children create their own symbols and use those symbols one day to guide the other children.

4. Make a chart—"Traffic Accidents Happen Because."

5. Set up a safety current events bulletin board.

SUPPLEMENTAL ACTIVITIES:

1. The teacher may encourage role playing using the intersection, cars, and other objects. Direct the first hypothetical situation and have the children follow. One child may be the pedestrian, one may be the auto driver, bicycle driver, or other pedestrian.

   Examples:

   a. A pedestrian is crossing an intersection at the corner. A car is slowly approaching that corner and is about to turn the corner into the path of the pedestrian. Let's react with each other. What will the auto driver do? Can anyone think of a safety rule that may be applied to a situation such as this? Can anyone think of any symbols that were created for this very situation?

   b. Two cars are approaching the same intersection at the same time. Who has the right of way?

   c. A car is pulling out of the alley into traffic (use middle of road). A child is beginning to cross that alley.

   d. A pedestrian has the WALK sign. The person steps off the curb and hears a siren. React!

2. Continue setting up situations in which an accident is likely to occur. Encourage the children to react by identifying the hazards involved and predicting the consequences.

   Example:
   A child is crossing on the crosswalk. A bike driver, although stopped with the red light, continues rolling into the crosswalk. The child, in an effort to move around the driver, is forced into the moving traffic. Let's predict what could happen.

Level III
LESSON 2

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety–Regulations, Human Capabilities

PERFORMANCE INDICATOR:
Given a hypothetical situation involving a traffic accident, the children will identify the traffic rule (or rules) that was violated.

SUGGESTED APPLICATION:
Language arts, dramatics

MATERIALS:
Background scenery for mock traffic court (butcher paper and crayons) (See diagram, Appendix, page 85)

Model intersection constructed on classroom floor using yellow tape

Props made from poster board and painted:
  two pedestrians
  two automobiles
  one bicycle

LEARNING SITUATION ACTIVITIES:

1. Through a discussion of ways to discourage traffic violations, the teacher may introduce the idea of traffic courts. What is a traffic court? Why do we need them? What purpose do they serve? Who goes to a traffic court? Describe the people involved in a court situation. The students should be familiar with the roles of the judge, the jurors, the witnesses, and the defendants. If there are some students who are not sure of these people's roles, the teacher can write the names on a chart and discuss each one. The teacher may also introduce the role of the bailiff to the class.

   "We would like to hold traffic court in our room; however, we will have to have traffic cases to bring to court. Why do people come to court?" The teacher can elicit the idea that the people violated a traffic rule. "Let's list some pedestrian rules, rules that can endanger us if they are broken." The teacher may use chart paper or poster board to list the rules the children give. Some of the rules that are usually given are the following:

   1. Look both ways before crossing the street.
   2. Walk; don't run across the street.
   3. Cross the street only at corners.
   4. Don't play near the street.
   5. Obey the patrols, crossing guards, and traffic lights.
   6. Do not act foolishly when you are crossing a street.

   After the class has composed their list of pedestrian rules, encourage the students to write hypothetical situations involving violations of traffic rules leading to accidents which are controversial enough to be brought to court. This part of the lesson can be done the first day.

   The second day the teacher and students will assemble the traffic court.

   Have the children make a mural of the courtroom.

2. Role Playing in Mock Traffic

   This is role playing at its best. The children not only portray the individual roles in court, but they gain a valuable lesson in courtroom procedures.

   After the children have submitted their hypothetical traffic situations, the cases are placed on the judge's bench. The teacher may select the student participants any way desired.

   The bailiff calls the court to session, introduces the judge and requests the court to rise. The judge enters, asks the court to be seated, reads the case for the day, and then reads one of the stories. The teacher may have to help the class interpret the situation. A few brief facts about the case written on the board will help the class understand who is being brought to court and why.

   The students may now really put themselves into the role that they are portraying. The prosecuting attorney can call witnesses and appeal to the jury. The defense attorney can plead the defendant's case. Encourage lawyers to use specific rules in quoting violations. The model intersection is used by the witnesses to reenact what took place.

The case finally goes to the jury. These students decide the verdict. They must support this verdict with sound reasons.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
Given a map of the area, each student will determine the safest route from home to school and to other points of interest.

SUGGESTED APPLICATION:
Social studies (map skills)

MATERIALS:
Large area map

Pins with colored heads such as one color for boys, a second color for girls, and orange for patrols

Colored yarn or marking pens

LEARNING SITUATION ACTIVITIES:

1. Through discussion, impress children with the idea of responsibility for being a good pedestrian. Their own lives should be a matter of primary importance. It is better to be alive than to be "dead right."

   It is best to become familiar with the safest route to and from school, first. Then form a habit of using the safest route to other places, such as friends' homes, play areas, places of worship and stores.

2. Let the students place a pin on a large area map indicating the location of each person's house. Then let each child trace the safest route to school using yarn or colored marking pen. Use orange-headed pins to locate the safety patrol crossings en route.

3. Different communities contain different types of intersections and crosswalks. We must train ourselves to be alert to possible hazards in all situations. Ask students to think about special hazards they encounter on their way to school. Have the children draw the intersection they consider the most dangerous. Have them use rulers to draw the straight lines and include as many details as they can recall. If they have no special hazard on the way to school, have them draw some they may encounter on their way to a nearby store, shopping center, church, or synagogue. Ask the students if there is any way these intersections could be made less dangerous? How?

4. The teacher should help the students to begin to plan the construction of a village and a rural area. There should be streets and houses, stores and other buildings made of boxes. Arrange different types of street crossings, intersections and railroad crossings throughout the town. Use small toy cars to move into various places on the streets. Pedestrians may be figures made of pipe cleaners with feet of clay so they will stand. Tiny signs should be posted at strategic spots (such as at crosswalks and railroad crossings).

   The rural area should be constructed with several typical highway situations. These two constructed areas can be used for a series of games in a later lesson.

Level III
LESSON 4

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Environmental Setting

PERFORMANCE INDICATOR:
After viewing a movie on traffic hazards and discussing its lessons, students will reproduce crossing situations on village and rural boards which they have constructed. They will predict what might occur in given situations and solve problem situations presented by other students.

SUGGESTED APPLICATION:
Social studies, language arts

MATERIALS:
Village and rural settings already constructed by students

Film—"Safety on the Street" by Encyclopaedia Britannica

Copies of "A Letter from Paris" (See page 8)

LEARNING SITUATION ACTIVITIES:

1. Besides being a good instructional film, "Safety on the Street" provides an opportunity for students to see situations and make their own decisions during the course of the movie. Discussion should follow the film.

2. Students should now be alert to traffic hazards and be able to analyze simulated situations. Have students work in teams or small groups to set up hazardous situations for pedestrians. Other teams or groups will then point out the hazards and correct them. This would involve moving cars and pedestrians on the boards.

SUPPLEMENTAL ACTIVITIES:

1. Children may read "A Letter from Paris" and discuss differences in pedestrian problems here and there. Some of them may be familiar with state laws in other states in our own country, laws requiring cars to stop for pedestrians at places other than intersections, for instance. If not, they might write letters to secretaries of state and request copies of booklets similar to *Oregon Bicycle Rules of the Road.*

2. Tell students that they will be given some time (perhaps 15 minutes) to work in small groups to roughly design a place that they think will be perfectly free of accidents. When such places have been designed, it would be interesting to see if any group can convince the rest of the class that such a place might exist.

A LETTER FROM PARIS[*]

Paris, March 4

Dear John,

You tell me that you're studying safety in school. These safety rules are interesting to me, too. Do you want to know about the dangers I meet on the way to school here in Paris?

I live far from school in the Montmartre district. In order to get to school I cross streets jammed with cars. There are always thousands of cars, buses, and bicycles in the street.

I can't walk without risking my life. Here's why:

In Montmarte the streets are very narrow. The cars are like savage beasts which always go very fast.

I tell you also that French drivers are less disciplined than American drivers; what I mean is that they have very little patience. They honk a lot even though a law forbids them to honk in the city.

In Paris we don't have traffic lights at every intersection. Where there aren't any, the cars try to cross anyway. Therefore, I often have to wait a long time to cross the street.

When I come to an intersection with traffic lights, I cross the street the minute the light says "pietons." The word means "walk" in your country. If the light changes to green when I'm still in the street, I have to run fast so I won't be killed. In Paris the cars hardly ever stop for pedestrians!

It's also dangerous to walk along the little streets lined with markets and shops. Do you ask why? Because some of the sidewalks are very narrow. If there are other pedestrians going and coming, it's often necessary to walk in the street. You can't even walk side by side without endangering your life!

Have you ever seen one of our policemen? He wears white gloves and a dark blue uniform. He stands on a round platform in the middle of the intersection.

The policeman directs traffic with a whistle and a baton. He motions that the traffic should go to the right or to the left. He changes position according to whether the cars are going from north to south or from west to east.

I'm in luck if the policeman is there because he helps school children to cross the street. But he isn't always there at the intersection. Too bad!

You mention your safety patrol in the United States. What a good idea! Unfortunately these guards don't exist in France. Pedestrian crosswalks don't exist either. Therefore I have to look to the right and left several times before crossing the street!

As you see, it's very dangerous for me to walk in Paris.

Sometimes mother gives me a franc and I take the bus. In France you climb on the bus at the back and get off in the front. Your system is just the opposite, isn't it? What's dangerous for us is that the older French buses don't have closed doors, and the back is entirely open. If I have to stand up, I'm always afraid of falling into the street! Happily, though, that's changing, and the new buses are more like yours.

I am impatient to receive your letters.

Your friend,

Jacques

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[*] *School Safety*, a publication of the National Safety Council, March-April, 1968.

Level III
LESSON 5

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.

CONTENT:
Pedestrian Safety—Regulators, Environmental Setting

PERFORMANCE INDICATOR:
Given a game test of various pedestrian situations, students will measure their knowledge and application of safety practices.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Copies of "Pedestrian Rating Test" in sufficient quantity for entire class. (See page 10)

NOTE TO TEACHER:
Every person who walks from one place to another is a pedestrian. Even as preschoolers, children are allowed the responsibility of walking to the park, to a friend's house, to a store without adult supervision. Parents are concerned about the safety of their children when streets have to be crossed and justifiably so. Each year about 25 young pedestrians are fatally injured in traffic accidents in Oregon. Children want to live; they are eager for each day's experiences. Even though parents caution their children to "look both ways before crossing the street," proper pedestrian training should be an integral part of elementary education.

LEARNING SITUATION ACTIVITIES:

1. Before writing a story and performing activities about pedestrian safety, the students should rate themselves as pedestrians. The attached rating test is suggested.

2. After these tests have been scored, the ensuing discussion should encourage the children to want to be better pedestrians.

   Ask the children to think seriously about ways in which they can train themselves to be better pedestrians. Ask them how they can avoid the many injuries and deaths that occur when there is a collision between a car and a person on foot.

PEDESTRIAN RATING TEST

Read each statement and mark with "A" for always, "U" for usually, and "R" for rarely.

1. I cross streets only at intersections or crosswalks.
2. I stop, look both ways, and look for turning cars before crossing the street.
3. I cross the street quickly, but do not run.
4. I obey the traffic sign and symbols.
5. I know the meaning of traffic signs and symbols.
6. I obey the safety patrols.
7. I use street routes rather than alleys or shortcuts.
8. Where there is no sidewalk, I walk on the left shoulder facing traffic.
9. I carry a light or wear light colors on dark days.
10. I do not hitchhike or hitch rides.
11. I do not accept rides from strangers.
12. I plan and use a safe route not only for going to school, but also for going to my church or synagogue, the store, the playground, etc.
13. I avoid chasing or playing games along the way to my destination.
14. I remember to watch for cars backing out of driveways.
15. I am a defensive pedestrian.

Score yourself 10 points for each A; 5 points for each U; and 0 points for each R. Now total your score. If you had 150 points (all A's), you are an excellent, careful pedestrian and should be virtually safe from street accidents, providing you do not relax your good habits. If you scored less than 150 points, but more than 100, you have several pedestrian habits which need correction. With a small amount of effort and concentration on your part, you can easily become an excellent pedestrian. If your score was between 50 and 100 points, you have a number of bad habits and will really have to be concerned about improving your walking patterns. If you scored below 50 points, you are in danger of becoming extinct. In fact, you shouldn't walk any more than you have to, until you have trained yourself to become a much more alert pedestrian.

Level III
LESSON 6

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when participating in traffic as pedestrians.

COMPETENCY: (Course Goal) Demonstrate a knowledge of the proper precautions to take to minimize the possibility of molestation.

CONTENT:
Pedestrian Safety

PERFORMANCE INDICATOR:
The student will state five precautions to deter a molester.

SUGGESTED APPLICATION:
Social studies

MATERIALS:

"Advice to Children" (See page 12)

Master (Run, Remember and Report, Appendix, page 86)

Word puzzles (Appendix, pages 87-88)

LEARNING ACTIVITIES:
When children are young, parents often warn them not to speak to strangers. But children find it difficult to refrain from responding to an adult's offer of friendship. They must be impressed with the dangers inherent in accepting a gift from someone they do not know, getting into a stranger's car or going for a walk with an unfamiliar person.

Also, it should be noted that the child molester is not always the lurking stranger. A study by the U.S. Children's Bureau indicates that in more than 80 percent of reported cases of molestation, the offender was known to the victim or the victim's family. A similar British investigation confirms that more than half the children in the study were molested by a person they knew and in locations considered to be safe.

While it is important to warn against the stranger, it is wise to caution against advances by anyone and to advise what to do in such situations.

1. Discuss the master (Appendix, page 86) and the rule, "Run, Remember, and Report." You may want to suggest that "run" means to run to the nearest Block Home or into the school building; that "remember" means to note the appearance of a person who attempts to lure a student away; and that "report" means to tell the school principal or parents about difficulties with anyone on the way to school.
2. Review "Advice to Children" (See page 13)
3. Have the students complete the word puzzles. Afterward, have each student state an appropriate precautionary behavior associated with each word of the puzzles.

RELATED ACTIVITIES:
1. Have the students develop a list of precautions to take when encountering wild or strange animals (dogs, raccoons, squirrels, opposum).

ADVICE TO CHILDREN

Children:

Your parents and teachers are concerned for your safety. Please tell us about:

1. Any adult stranger who tries to join in your play.
2. Any person who wants you to leave the group you are playing with for any reason.
3. Any stranger who wants you to go for a walk or a ride.
4. Any person who shows you obscene pictures of people.
5. Any person who tries to touch you.
6. Any stranger who offers you a treat.

Remember also to:

1. Accept gifts from someone *only* if your parents are present and give their consent.
2. Avoid shortcuts through alleys, dark streets, wooded areas or empty lots.
3. Play only in places which your parents say are safe play areas.
4. Stay outside a house when you are selling anything door-to-door; always go with a friend.
5. Go to the movies with a friend or your parents. If someone tries to touch you, leave your seat and tell the person at the refreshment counter or ticket window.

—Adapted from "Advice to Children,"
Illinois Crime Prevention Bureau

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsbile citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Human Capabilities, Vehicle Capabilities

PERFORMANCE INDICATOR:
Given three illustrations of improper bicycle fit, the students will identify three hazards that might result from this.

SUGGESTED APPLICATION:
Art Activity—Create a clay village and construct a model of a child on a bicycle to illustrate the point of proper fit. Construct figures with Pariscraft molding compound.
Social Studies—Conduct a survey. Have the students return home with a checklist to test the fit of their bicycles. Report the results and gather information on large chart.

MATERIALS:
Bicvcle

Transparency illustrating an improper fit (Appendix, Page 92)

a. Pedals too low for rider
b. Handlebars too low (turned straight down)
c. Seat tilted up

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:

1. The teacher may begin a class discussion about the importance of a good fit for any item.

   a. We are all individuals and therefore we require our own fit for everything we use. Who can find some objects in our classroom that need to fit us properly? One obvious response may be desks, chairs, even the school materials may be poorly suited to an individual. Why do you suppose a first grader has more difficulty handling a slender pencil than a large thick one he can grasp on to?

   b. Do we have any horseback riders in the group? If so, let them tell why the stirrups must be the right length. Ask, when mother gets behind the wheel, why does she scoot the seat forward?

   c. What do we use everyday that needs to fit properly in order to work well for us? Encourage the students to identify things from their own personal clothing to sports items. Can any of the boys tell us the importance of a good-fitting baseball mitt?

2. Make a list of every item you used today that needed to suit you as an individual. Put a star by those items that would work better for you if they fit properly. How many of you have ever thought about how well your bicycle suits you? A bicycle cannot work properly for us if it is not properly fitted for us. How many of you tried your bicycle "on for size" before you bought it?

3. Let's look at some illustrations of students on their bicycles and discuss how well they will work for that individual.

   a. Show transparency. Encourage children to identify areas of improper fit (e.g., seat, pedals).

   b. Could an improperly fitting bicycle lead to an accident? How?

   c. Look at cover on *Oregon Bicycle Rules of the Road* and discuss each rider as to proper fit.

4. The teacher may continue by stressing those features that constitute a good bicycle fit. When the rider sits on the saddle with the ball of one foot on the low pedal, and grasps the handlebars as though riding, the following should be noted:

   a. The leg with foot on the low pedal is bent slightly forward.

   b. The seat is parallel to the ground.

   c. The upper part of the body is inclined slightly forward.

   d. The handlebar grips are at right angles to the handlebar stem.

5. The teacher may want to actually demonstrate a good fit. The class should be moved to an area where there will be easy access to a bicycle. Have various students demonstrate what they would

look for in a properly fitting bicycle. Note that every student is different and requires his own fit.

6. Conduct a survey. Have the students take home a checklist to test the fit of their bicycles. They can bring the results to class and put the information on a large chart.

RELATED ACTIVITIES:
Write a story on "How would it feel to ride a bicycle that kept changing size like Alice in *Alice in Wonderland?*" How could you control your bike? What problems might you have?

SUPPLEMENTAL ACTIVITIES:

1. Have the children list the ways accidents could occur while riding an improperly fitting bicycle.
2. Role play situations involving an actual bicycle.
3. Trace the development of bicycles noting how the individual had to adjust to each one.
4. Visit the Oregon Museum of Science and Industry with emphasis on transportation exhibit. (If possible.)
5. You may want to make a transparency of the bicycle and rider (Appendix, page 72) to show proper fit.
6. Discuss pages 12 and 74 of *Oregon Bicycle Rules of the Road.*

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Regulators, Vehicle Capabilities

PERFORMANCE INDICATOR:
After being shown three safety accessories on a bicycle, the students will identify one purpose for each.

SUGGESTED APPLICATION:
Science (Electricity, Concept of reflection)

MATERIALS:
A bell

A reflector

A piece of reflecting tape

Rear and front bicycle lights

"Know Your Bicycle Laws" (See page 18)

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
The teacher may group the students together for a discussion. The teacher should emphasize the following concepts:

SERVICE LIGHTS ONCE A WEEK—You should carry some kind of headlight even though you do not plan to ride at night. Emergencies do arise when you want to use your bike after dark. You might consider a lamp that clamps on your bicycle frame when riding, but which may be taken off for use as a flashlight in camp. Always be sure to carry extra batteries with you on a trip. For economy on batteries, you can buy a small generator which attaches to your rear wheel.

WARNING DEVICE—A bell is better than a horn because it does not require electric current, and also because people quickly identify it as the warning of an approaching bicycle. Get a bell that won't rattle every time you hit a bump.

CLEAN YOUR REFLECTOR WEEKLY OR AS NEEDED—You must have a red reflector or cat's eye on the rear. To make doubly sure a driver will see you, paint rear mudguard with white or luminous paint or use reflector tape—white on front fork, red on rear.

EQUIPMENT—Study pages 17 and 18 of *Oregon Bicycle Rules of the Road.*

LAW—Discuss page 57 of *Oregon Bicycle Rules of the Road.*

The teacher may hold up each object, discuss its use and care with the class and summarize the discussion.

RELATED ACTIVITIES:
Creative writing topics

1. Suddenly there is no sunlight. You are on your bike with friends. What do you do?
2. Plan a three-day bicycle trip. List all important equipment and their uses.
3. Pretend you are trying to solve the mystery of the disappearing airplanes. You and your friends are watching a lonely house in a forested valley. Create a code on your bicycle lights and tell how you use it to solve the mystery.

SUPPLEMENTAL ACTIVITY:
Review the hand signals for operators of all vehicles. Use the worksheet cutouts. (Appendix, page 89)

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
Given a diagram of a bicycle, the students will identify three safety features that that should be included on all bicycles.

SUGGESTED APPLICATION:
Science (machines), social studies (transportation), art

MATERIALS:
Dittos showing a diagram of a bicycle. (Appendix, page 46)

Worksheet for review. (Appendix, page 90)

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
Group the class together for a bicycle parts game.

1. After the children know the names of the various parts of a bicycle, a game similar to "Twenty Questions" might be used. One child should think of a bicycle part. The class should then be allowed to ask a maximum of twenty questions that can be answered "yes" or "no." If after twenty questions or as few as 10 or 15 have been asked and no one has guessed the correct answer, the one who thought of it tells what the part was, and chooses someone to be next.

2. After the game has been played, the teacher may hand out the review worksheet as a culminating activity.

   Have the children label the bicycle parts.

3. Compare the parts of the modern bicycle with parts of the "early" bicycle as seen on pages 6 and 7 of *Oregon Bicycle Rules of the Road.*

KNOW YOUR BICYCLE LAWS

Rules of the road for bicycles were adopted by the 1973 Oregon Legislature. The new law (Chapter 580) changed equipment requirements for bicycles and added several new riding requirements.

Definitions

A bicycle is defined in Oregon law as every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 14 inches in diameter, or having three wheels, all of which are more than 14 inches in diameter.

Bicycle lane....means that part of the highway, adjacent to the roadway, designated by official signs or markings for use by persons riding bicycles.

Bicycle path....means a public way maintained for exclusive use by persons riding bicycles and designated as such by official signs or markings.

Equipment Requirements

When a bicycle is in use at night, the bicycle *or its rider* must be equipped with a headlight visible at least 500 feet in front of the bicycle. A red reflector must be large enough and mounted so it is visible from all distances from 100 feet to 600 feet to the rear when directly in front of lawful lower beams of headlights on a motor vehicle. The law also permits use of a red light, visible from 500 feet to the rear, in addition to the rear reflector.

Every bicycle must be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

It is against the law for a parent of any child or the guardian of any ward to authorize or knowingly permit any child or ward to violate the equipment requirement provisions of the law.

Riding Rules

You must ride upon or astride a permanent and regular seat attached to the bicycle.

A bicycle cannot be used to carry more persons at one time than the number for which it was designed and equipped.

If you ride a bicycle (coaster, roller skates, sled or toy vehicle), do not "hitch" a ride by attaching either yourself or the unit to some other vehicle.

You are to ride as near to the right side of the roadway as practicable, except on one-way streets. Exercise due care when passing a *standing* or *moving* vehicle going in the same direction.

On streets or roads where the designated speed exceeds 25 miles per hour, you must ride single file. In other locations, ride not more than two abreast.

If a *bicycle lane* has been provided adjacent to a roadway, bicycle riders are to use that lane and not the regular street or road.

Do not carry any package, bundle or article which prevents you from keeping at least one hand on the handlebars and having full control at all times.

Bicycle riders also are expected to obey all other traffic laws that apply to the driver of a motor vehicle, except those which by their very nature can have no application. (This is not new; Oregon law has long contained this provision.)

Motor Vehicles and Bicycles

A driver of a vehicle cannot drive or park on a bicycle path.

Drivers of vehicles cannot use a bicycle lane except when passing another vehicle on the right, when permitted by law. Before passing on the right and using a bicycle lane to do so, a driver must make certain the move can be made with safety. Right-of-way must be given to bicycles using the bicycle lane

Bicycles and Pedestrians

When a bicycle is on a sidewalk, the rider is to give an audible warning before overtaking and passing a pedestrian and shall yield right-of-way to all pedestrians on the sidewalk.

Do not operate a bicycle on a sidewalk in a careless manner that endangers or would be likely to endanger any person or property.

Prepared by Oregon Motor Vehicles Division, Salem, Oregon 97310.

Level III
LESSON 10

AREA:	Social Responsibility
SUB-AREA:	Citizen on the Streets and Highways
PROGRAM GOAL:	Students will be able to function as responsible citizens when driving a bicycle.
COMPETENCY: (Course Goal)	Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
After the students have observed a child trying to ride a bicycle with a bent wheel, they will name two important reasons for balanced wheels on a bike.

SUGGESTED APPLICATION:
Science (machines)

MATERIALS:
Chart

Crayons or markers

Demonstration bicycle with one bent wheel

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
The teacher shall evoke from her students the following concepts: (Discussion activity)

1. Wheels should have:
   a. straight spokes
   b. balanced wheels
   c. filled tires
2. Wheels should be checked weekly for the following items:
   a. cuts
   b. imbedded cinders
   c. glass
   d. sidewall cracks
   e. bent spokes and rim brakes
3. The teacher shall show the bicycle to the class. The wheel should be bent enough to make riding difficult. A child may be asked to demonstrate riding the bicycle. The teacher may begin a discussion by asking:

   How smooth is the bike to ride?

   Can you balance yourself well? Why?

   What might happen going over a rough surface? Why?

   What other things can happen to a tire?

   What would happen to the balance on a curve?

   Why is it important to have your wheels balanced?

   How often should the bicycle wheels be balanced?

4. Discuss page 27 of *Oregon Bicycle Rules of the Road*. What is meant by "balanced"?

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Vehicle Capabilities, Regulators

PERFORMANCE INDICATOR:
Given information about the importance of balance and control in wheels, the students will write a creative story relating to this theme.

SUGGESTED APPLICATION:
Language arts, creative writing

MATERIALS:
Paper

Pencil

LEARNING SITUATION ACTIVITIES:
The teacher may wish to review the importance of balance and control in wheels and ask the students to write on this creative writing topic.

> Suddenly an elf turned all bicycle wheels into squares (or ovals). Tell what riding your bicycle is like. In your adventures mention going around curves, fast stops, going up hills, and balance and control.

Level III
LESSON 12

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the proper standards for selecting and maintaining a bicycle.

CONTENT:
Bicycle Safety—Vehicle Capabilities, Regulators

PERFORMANCE INDICATOR:
Following a discussion of various objects which have complicated braking systems, the students will state one difference between the braking of a bicycle and the other objects that were discussed.

SUGGESTED APPLICATION:
Science

MATERIALS:
Paper

Pencil

LEARNING SITUATION ACTIVITIES:

1. Begin the discussion by reviewing the braking procedures of a bicycle. Introduce examples of braking systems that differ from a bicycle. Include the following:
    a. Apollo 13
    b. Car
    c. Train
    d. Magnet
2. The students should be encouraged to use resource materials for information on each of these forces. They should keep in mind the basis for comparison. Is the braking system of a bicycle easier to use, harder to use, or more complicated? The students should record their research and put it into report form.
3. Students can redesign a bicycle using one of these braking systems.

Level III
LESSON 13

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
After observing a scale and a set of balances, the students will discuss how balancing is achieved with an even distribution of weight.

SUGGESTED APPLICATION:
Science (concept of balance)

MATERIALS:
A set of scales

A set of balances

LEARNING SITUATION ACTIVITIES:
Group the students and ask them to compare the following items carefully:

1. Scales
2. Balances
3. Wheels

In the discussion they should explore these areas:

1. How balancing is achieved; even distribution of weight; pivot point.
2. Mobility; can balancer move, or is it stationary?
3. Can the weight loads shift easily? Why?
4. How can the balance be upset? Where is the critical point?
5. Can each have loads in more than one place? why?
6. What is special about the balanced wheels on a bike; How can we upset them? How can we take care of them?

The teacher should summarize the lesson with a reminder that all wheels should be examined weekly.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Vehicle Capabilities, Regulators

PERFORMANCE INDICATOR:
Following a class discussion of the braking procedure, the students will demonstrate braking using a bicycle on the school playground.

SUGGESTED APPLICATION:
Science (machines), arithmetic

MATERIALS:
A police officer

Wide tape

Chart for recording

Playground if available

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
In the classroom the teacher should explain the concepts below. If the children are not familiar with these, then a review is in order.

1. The bike must have a brake that takes hold quickly and makes the rear wheel skid on a dry, clean, level pavement. The arm of the coaster brake must be firmly attached to the frame; otherwise braking power is lost. The brake pads on bikes equipped with caliper-type rim brakes should be inspected weekly for wear and proper positioning. Brake cables should be checked for wear, fraying and binding. Caliper brakes lose their efficiency when wet. Extreme caution must be used when riding in wet weather or in areas where heavy dew or puddles might wet the pads and rims.
2. Pedal brakes should be checked twice a year.
3. Discuss pages 17, 24, and 25 of *Oregon Bicycle Rules of the Road.*

The main lesson or review should be demonstrated upon a real bicycle.

1. The class should proceed to the playground or street. Tape a line across the street or across a portion of the playground. Select a child to ride the bike from a point 100 yards away from the tape to the tape. The class should be seated near the tape. As the bicycle rider crosses the tape, the teacher says, "stop." Now measure from the tape to the stopping point and see how long the stopping process took. Ask a police officer to give helpful hints while this exercise is in progress. Fast and slow stops should be practiced. All the children should try stopping at least once.
2. If time permits, throw a bucket of water on a portion of pavement and practice stopping on wet surfaces.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate the proper techniques for operating a bicycle safely.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
Following a discussion of vehicles and their braking systems, the students will name three differences between the braking system of a car and that of a bicycle.

SUGGESTED APPLICATION:
Science (machines)

MATERIALS:

Chart

Marking pens

Oregon Bicycle Rules of the Road

LEARNING SITUATION ACTIVITIES:
Group the students together for class discussion. Begin the discussion by saying, "Let's make a list of machines we use to travel on or in." List about ten, some of which may include: a rocket, car, blimp, bicycle, or motorcycle.

When the list has been made, the teacher may ask what is used to slow down or stop these machines, recording the responses on a chart like this:

Item	Brake	How Used	Effectiveness

The discussion should bring out information to put in the chart. Comparison of braking at slow and fast speeds is important. The teacher should ask the following questions:

How important is it to be able to stop immediately?

How is this done on a bicycle? A car? A rocket?

What would happen if we couldn't stop immediately?

Why might it be important to be able to control stopping too fast or too slowly? What could happen if we aren't able to?

Which kind of braking is most effective? The hardest to control? What could happen if you used only the front hand brake on your bicycle? See pages 70 and 71 of *Oregon Bicycle Rules of the Road.*

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible citizens when driving a bicycle.

COMPETENCY: (Course Goal) Demonstrate an understanding of the relationship between speed and safety in traffic.

CONTENT:
Bicycle Safety—Vehicle Capabilities

PERFORMANCE INDICATOR:
Given illustrations of various vehicles, the students will identify speed differences between a bicycle and other vehicles.

SUGGESTED APPLICATION:
Arithmetic, science

MATERIALS:
Blackboard

Chalk

Oregon Bicycle Rules of the Road

Bicycle with a speedometer attached

Worksheet (Appendix, page 91). This could be made into a transparency.

LEARNING SITUATION ACTIVITIES:
The teacher shall evoke from the students the facts that a bicyclist can go about 20 mph and a driver about 55 mph depending on the speed regulations for the area.* The teacher may begin the discussion by asking how fast a bicycle can go. The pupils should explain their words if they answer "fast," "quickly," etc. If a bicycle is available, a volunteer can mount it and pedal as fast as possible while the teacher notes the speed and records it. Choose a day when the playground blacktop is available. Children may take turns riding and noting their speeds. Next the teacher may say, "Let's compare this to your parents car. How fast can it go?" The teacher should write the responses upon the blackboard. The students come up with 55 mph. These additional questions may be asked and discussed:

1. How can a bicycle driver gain speed? A car driver? Which is quicker?
2. Why is it possible for a driver of a car not to see a driver of a bicycle?
3. Once a car and bicycle are moving fast, which one is easier to stop? Why?
4. Which one would cause greater damage? Why?
5. Which needs greater space to move? Why?
6. Discuss page 15, 19, and 58 of *Oregon Bicycle Rules of the Road* on speed of bikes.
7. Discuss drag racing on page 57 of *Oregon Bicycle Rules of the Road.*

Do worksheet for review.

*NOTE: In response to the energy crisis, the Oregon State Legislature lowered the speed limit to 55 mph. Remind students that, although cars *can* go much faster, the law restricts their speed to 55 mph to conserve fuel.

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.

CONTENT:
School Bus Safety—Regulations, Environmental Setting

PERFORMANCE INDICATOR:
Given an actual ride in a school bus, the students will identify at least four traffic signals and signs that the bus driver has to watch. They will also note three differences between riding in a bus and riding in an automobile.

SUGGESTED APPLICATION:
Social studies

MATERIALS:
Pencil

Paper

Bus driver

Bus

Regulations Governing Pupils Riding School Buses (See page 34)

Oregon School Bus Drivers Manual (available from bus driver)

NOTE: This lesson could be correlated with a planned field trip; otherwise the teacher can make plans, with the cooperation of a school bus driver, for the ride.

LEARNING SITUATION ACTIVITIES:

1. Through a discussion of safety features, the teacher can evoke from the students ideas about automobile safety devices. Have the students sketch a picture of their family auto, labeling the safety devices they know. One of the major safety devices the automobile is now required to have is the seat belt. Why is the seat belt a necessity in auto driving? What other types of transportation require the use of a seat belt? Is there a vehicle that we are familiar with that does not have seat belts?

2. The teacher should be able to guide the discussion to the school bus. What kind of hazards are more likely to happen on the school bus than in an automobile? This is a good time to review school bus hazards. What safety features are there on a bus to protect us if the bus were to come to a sudden stop? The children should realize that school bus rules must be followed because of the increased dangers and the lack of the security of a seat belt. Discuss the 15 regulations for pupils riding in a school bus.

3. Before we take a ride in our school bus, let's write some things we should remember about our safety.

Our Bus Rules:

A. Enter the bus in a single file.

B. Don't push others—wait for your turn.

C. Fill up the rear of the bus first.

D. Make sure you are seated comfortably. Sit back!

E. Permission should be obtained, to open your window. It is not wise to touch the windows—you may not know how to open or close them.

F. Talk quietly with your neighbor so you won't disburb the driver.

This list is only a beginning. The class may continue to list bus safety reminders. They may choose to divide their lists into the following categories "Entering the School Bus," "During the Bus Ride," and "Leaving the School Bus."

The teacher may remind the students to be aware of the difficult job the driver has. Why does he need all our cooperation? Some of you may want to jot down the number of traffic signals and signs we pass on our trip. Keep in mind the driver must concentrate on his driving so he can be completely aware of these signals and signs. What rules apply to our courtesy and the driver? Discuss ways the students can insure a safe smooth ride by helping the driver.

4. Now it's time for the actual ride. Before the ride begins ask the driver to evaluate the students' procedures for entering the bus. During the ride, discuss with the children the rules they have made up and notice the reaction of the bus driver. Count the signals and signs together. This will help emphasize the driver's role. When you return to the school, evaluate the ride in terms of safety. Then compare the ride to a ride in the family car. Talk about extra safety features the school bus should include.

SUPPLEMENTAL ACTIVITIES:

1. Have the students write a list of reminders for automobile passengers.
2. Have the students make up car games to be used for long trips.
3. Trace the history of the automobile in terms of safety devices.
4. Collect articles on school bus, bus and automobile accidents. Discuss how they occurred and why.
5. Discuss the importance of transportation in the development of our country.
6. Discuss stopping distance in arithmetic class. Is the stopping distance and time the same for a bus and an auto?

OREGON STATE BOARD OF EDUCATION REGULATIONS GOVERNING PUPILS RIDING SCHOOL BUSES

1. Pupils being transported are under authority of the bus driver.

2. The driver shall enforce local school board bus regulations.

3. Pupils shall use the emergency door only in case of emergency.

4. Pupils shall be on time for the bus both morning and evening.

5. Pupils shall walk on the left side of road facing oncoming traffic when coming to meet the bus.

6. Pupils shall remain seated while bus is in motion.

7. Pupils may be assigned seats by the bus driver.

8. The bus driver shall instruct pupils how to cross the road.

9. Pupils shall not extend their hands, arms, or heads through bus windows.

10. Pupils shall have written permission to leave the bus other than at home or school.

11. Pupils should converse in normal tones; loud or vulgar language is prohibited.

12. Pupils shall not open or close windows without permission of driver.

13. Pupils shall keep the bus clean, and must refrain from damaging it.

14. Pupils shall be courteous to the driver, to fellow pupils, and passers-by.

15. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their right to ride on the buses.

(THESE REGULATIONS MUST BE KEPT POSTED IN A CONSPICUOUS PLACE IN ALL SCHOOL BUSES)

Level III
LESSON 18

AREA: Social Responsibility

SUB-AREA: Citizen on the Streets and Highways

PROGRAM GOAL: Students will be able to function as responsible individuals when traveling as motor vehicle passengers.

COMPETENCY: (Course Goal) Demonstrate understanding of the ways to maximize the safety of all school bus passengers.

CONTENT:
School Bus Safety–Environmental Setting, Human Capabilities

PERFORMANCE INDICATOR:
Given transparencies of a school bus, the students will discuss safe school bus riding.

SUGGESTED APPLICATION:
Social studies (transportation)

MATERIALS:
Transparency master of school bus (Appendix, page 79-81)

Speaker–School bus driver

LEARNING SITUATION ACTIVITIES:
The teacher, through discussion, will evoke from students examples of behaviors which are proper or improper depending on where the behavior occurs. The teacher and class should discuss examples of:

a. Horseplay
b. Placing obstacles on the ground or floor
c. Bodily movements
d. Noise levels in the presence of potential dangers.

1. Teacher and the Bus Driver

How are these two people alike? (e.g., they are both in positions of authority–they are both responsible for us.) How do these two people help protect us? How do we help our teacher do this? How can we help the bus driver protect us?

Through these questions, the children should be able to see that the bus driver, much like the teacher, has a job to do–part of which is the responsibility for children's safety.

How can we help the bus driver with this responsibility? Encourage the children's responses concerning their best working conditions; (e.g., quiet, comfort.) "When do we do our best work? When it is noisy? When others bother us?"

So it is with the bus driver. The driver can only concentrate and drive best when children are

2. Bus at the Railroad Crossing

Why must we be especially helpful when the bus approaches a railroad crossing? How can we help the bus driver at this time?
Emphasize the fact that just as pedestrians must be very cautious at a railroad crossing, the bus driver at this time is both eyes and ears for all of his passengers. It must be quiet so that the driver can listen and look with great care.

3. Children Chasing Each Other Through the Aisle

Using the school bus transparency, discuss the following questions: Are these children helping the bus driver do his job? What will happen when the bus makes a sudden stop? Can you think of an incident where children were not being responsible for their safety? (Children love to relate personal stories and this question lends itself to some good discussions about horseplay.) What would you remind these children before they got on the bus?

Encourage the children to see the necessity for remaining in their seats while on the bus. Go back to the discussion of helping someone do his best job.

4. Children with Their Heads and Arms Out of the Windows

A large truck is rapidly moving alongside of the bus. Who can point out some of the dangers involved in this situation? Can the bus driver drive best if children are in danger of being hurt? Think about all of the things that can happen when our heads and arms are not kept inside the bus.

Help the children see that the bus driver can't protect us unless we are first responsible for ourselves. Children can help by not distracting the driver. After all, by helping the driver, we are helping ourselves.

5. Aisle Blocked by Books and Lunch Boxes

As a group of children file onto the bus, what kind of accidents could happen with the aisle blocked like this? Let's describe the inside of a bus.

Have the children verbally describe the interior of the bus. Is it big? Is it roomy? Can we move around the inside of a bus freely? Are the aisles wide?

Through discussion, try to approach the idea that the inside of the bus, by its physical structure, is not conducive to free movement. Because of the narrow aisle, it is necessary to keep it clear of objects in order to prevent accidents.

RELATED ACTIVITIES:

1. Presentation by a Bus Driver
   The bus driver can tell the children about the job and responsibilities of driving a school bus and how they can help.

   Organize this session as a question and answer period. Have children write any questions that they may have before the driver's visit.

2. Set up a role-playing situation with the visiting bus driver and the children as passengers. Set up the "bus" using classroom chairs arranged like a bus. Have "passengers" enter bus and walk to their seats. Have the driver set up hypothetical situations with the children.

SUPPLEMENTAL ACTIVITIES:

Group-made mural

1. Children will follow "Johnny's" bus ride to school visually. The first picture might be of a child looking at a watch to be sure of getting to the bus on time. The last picture may be of children crossing in front of the bus to get across to school.

2. Write a letter to the bus driver. Every child can write a letter telling of this lesson on bus safety, asking questions about being a bus driver. Use this as a writing lesson.

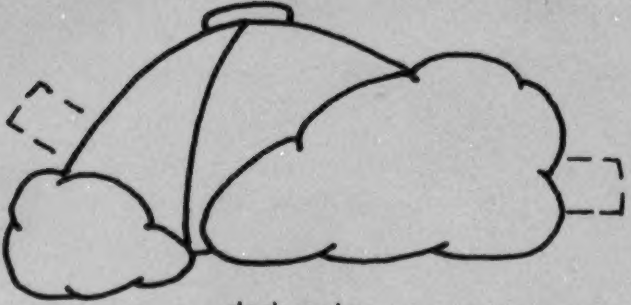
3. Children may use bus safety as a theme for a play.

4. Trace the history of bus transportation.

5. Secure several bus schedules. A bus schedule is much like reading a graph and can be used in the arithmetic program. Use when studying time also.

6. Ecology
   Why are people urged to use public transportation rather than driving their own cars? This can be developed as one aspect of the whole ecological picture.

APPENDIX



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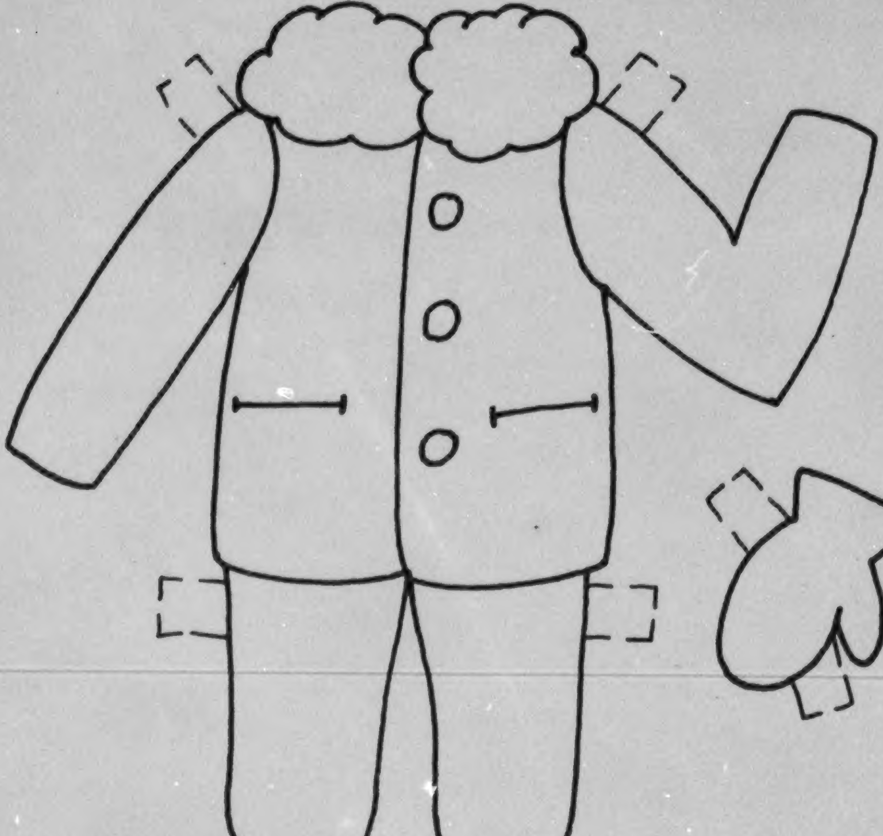

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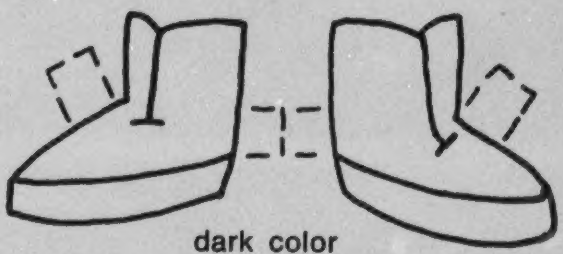

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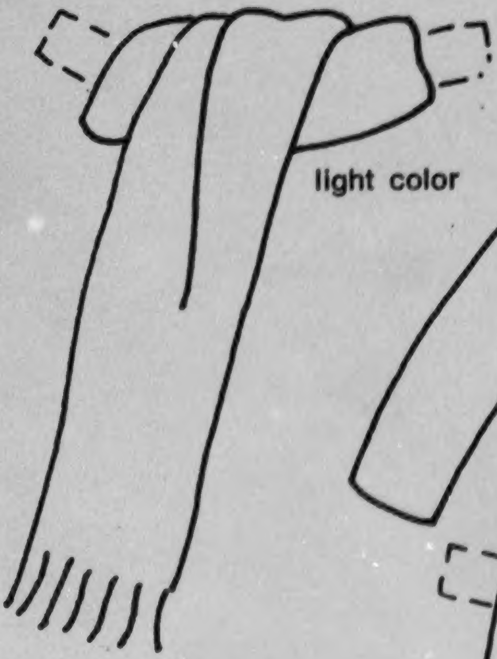

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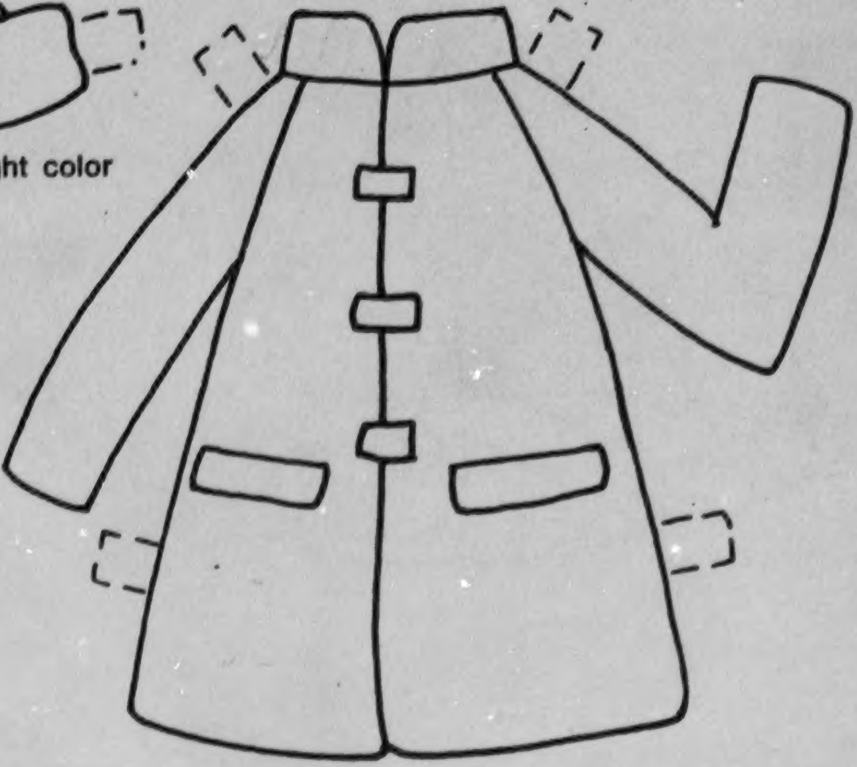
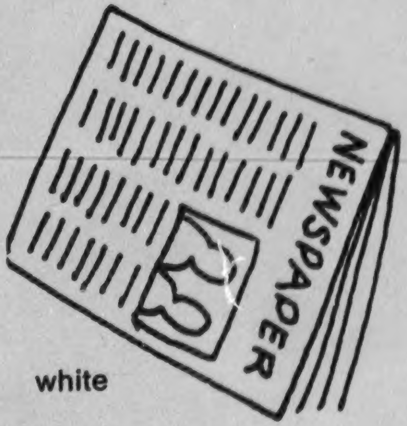
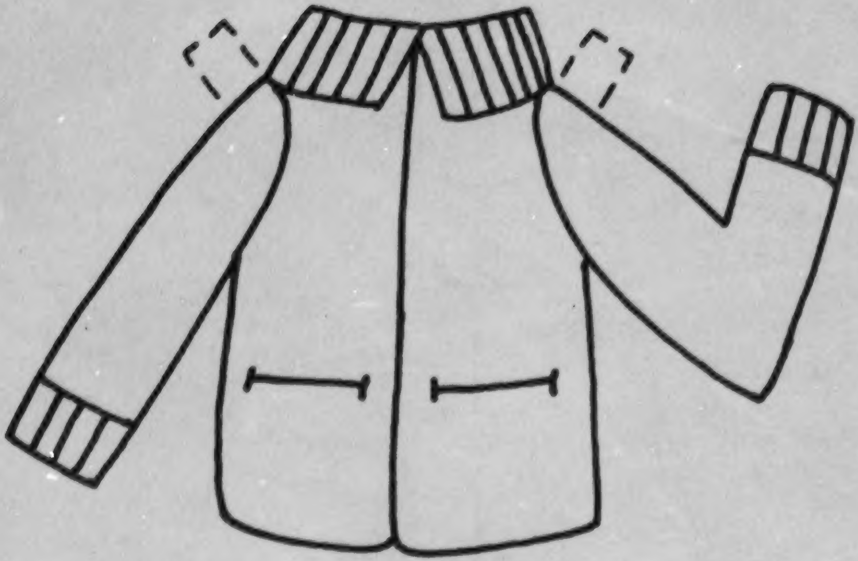


bright color

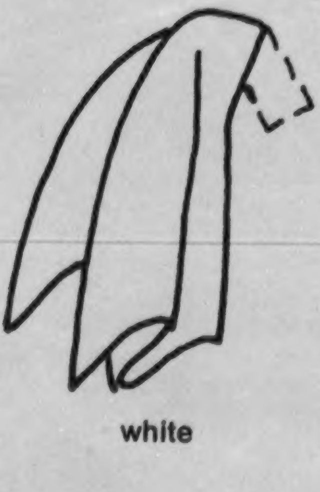


white

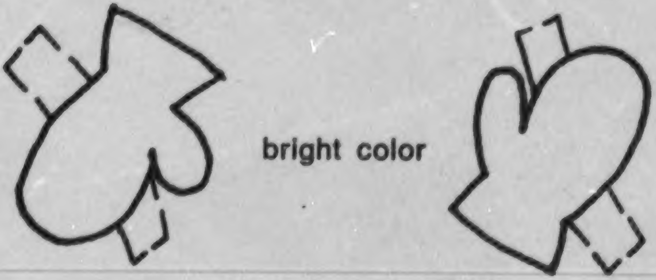
bright color



light color



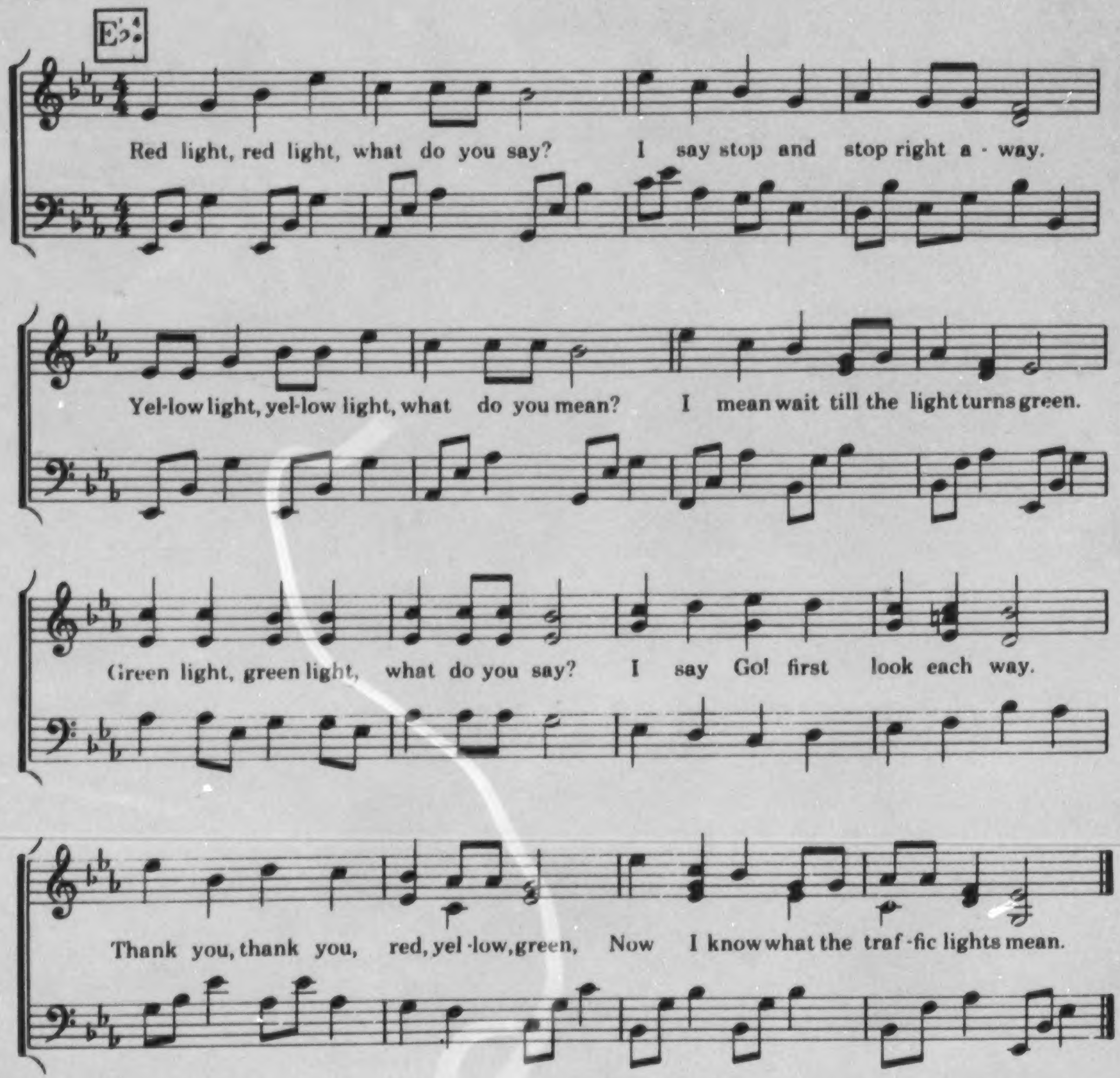
white



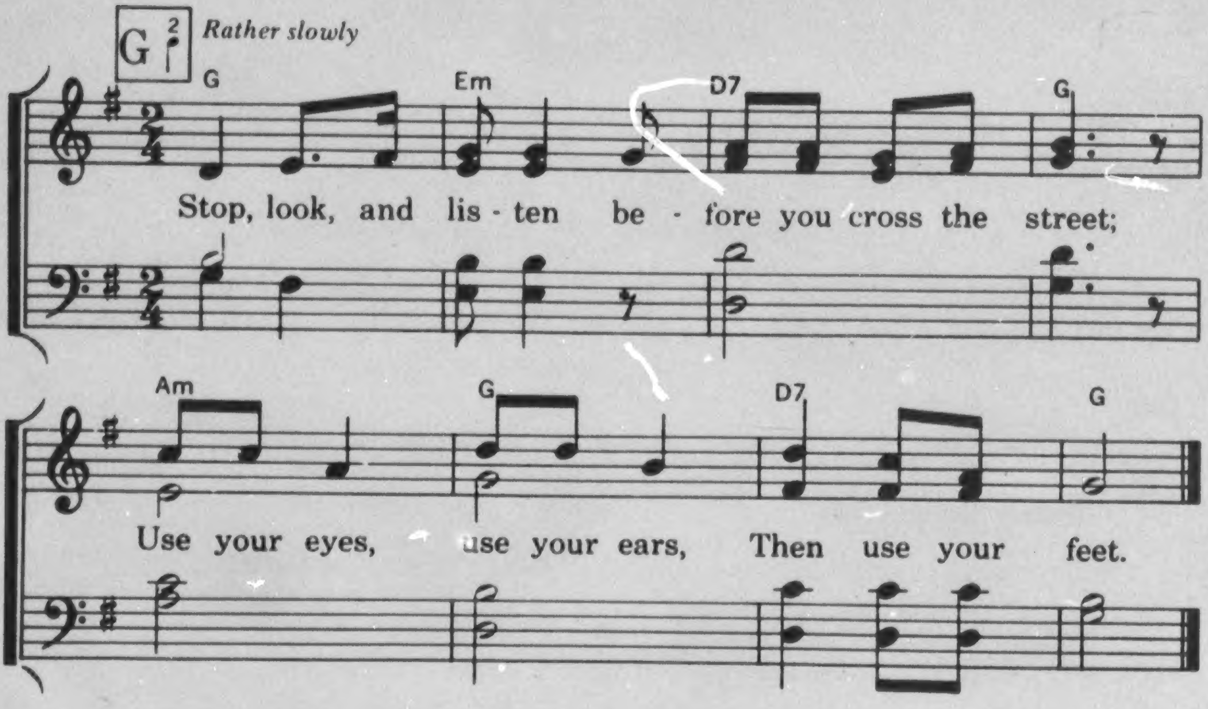
bright color

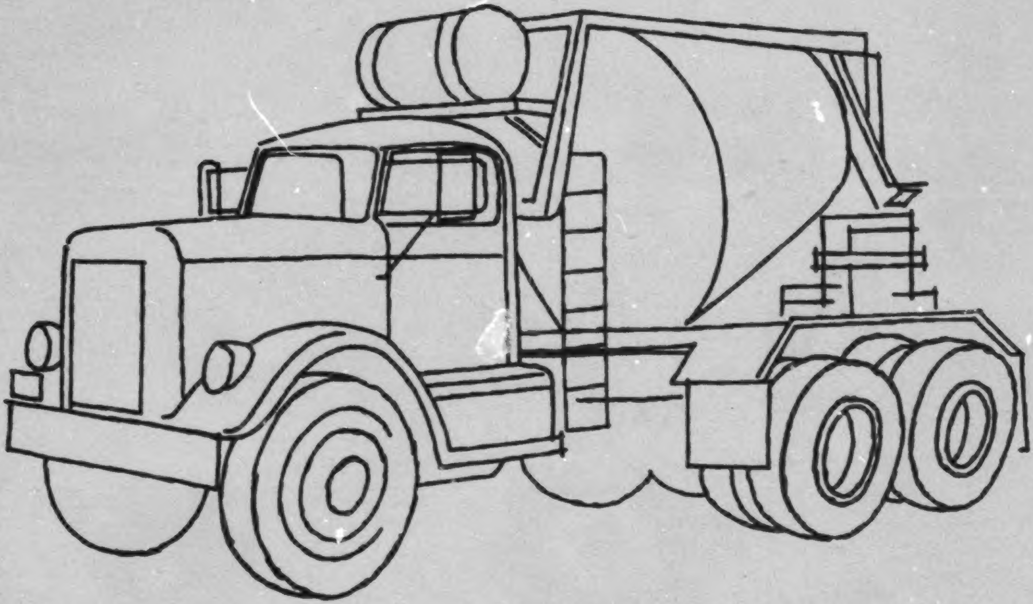
Red, Yellow, Green Light

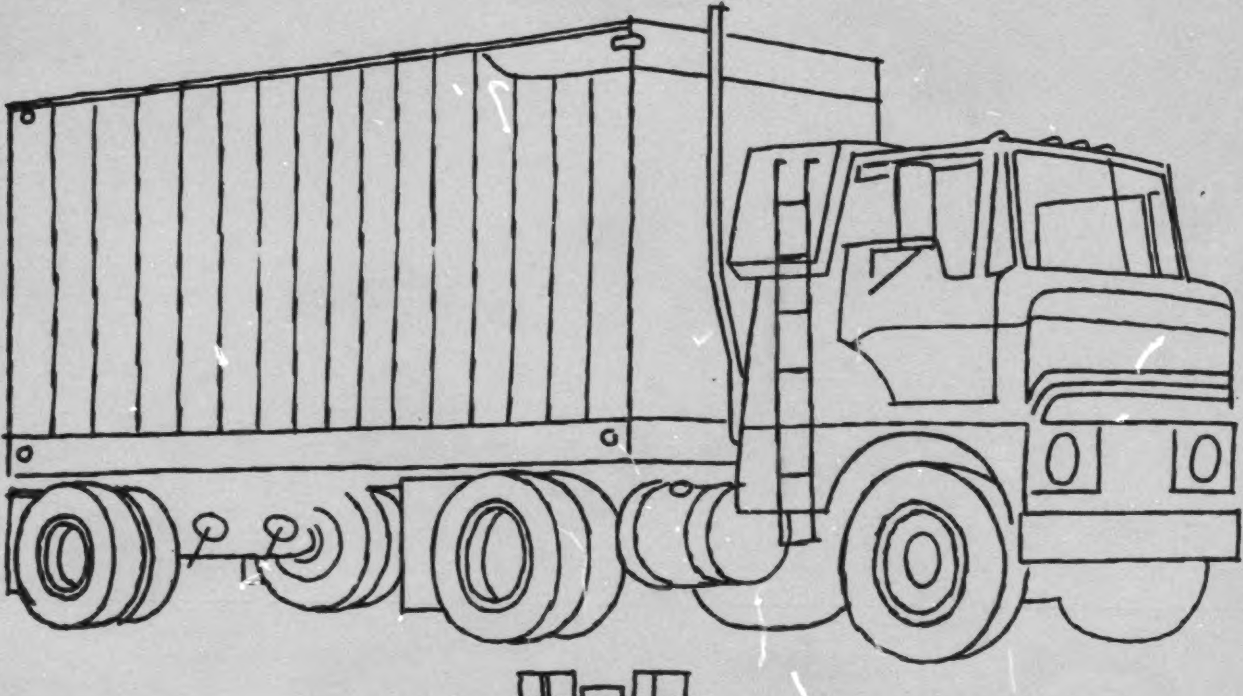
Melody and Words by Jonn S. Murray


E♭ 4/4
Red light, red light, what do you say? I say stop and stop right a - way.
Yel-low light, yel-low light, what do you mean? I mean wait till the light turns green.
Green light, green light, what do you say? I say Go! first look each way.
Thank you, thank you, red, yel -low, green, Now I know what the traf -fic lights mean.

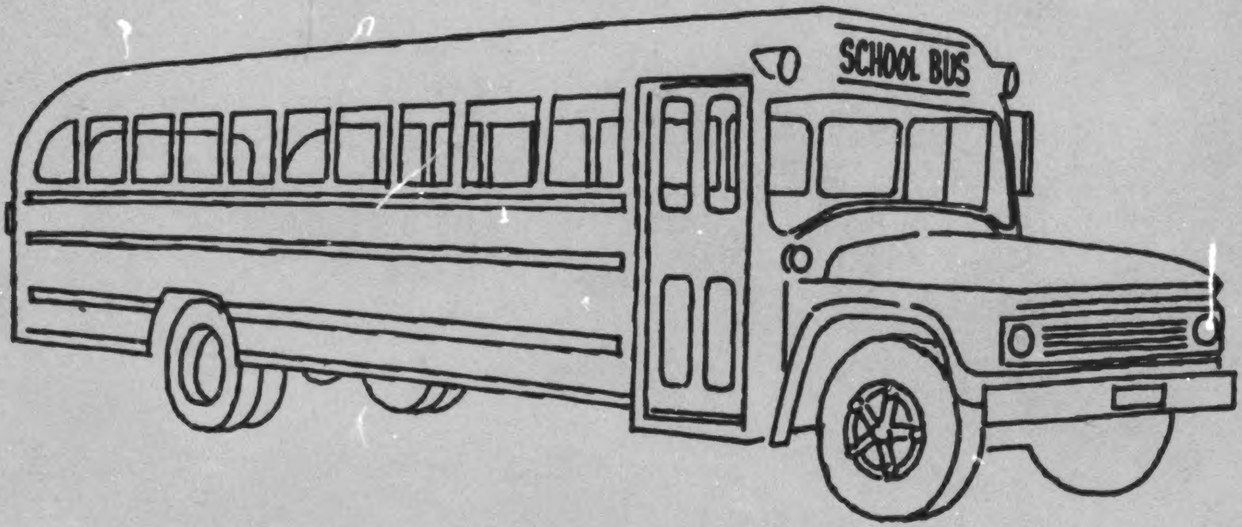
Stop, Look, and Listen

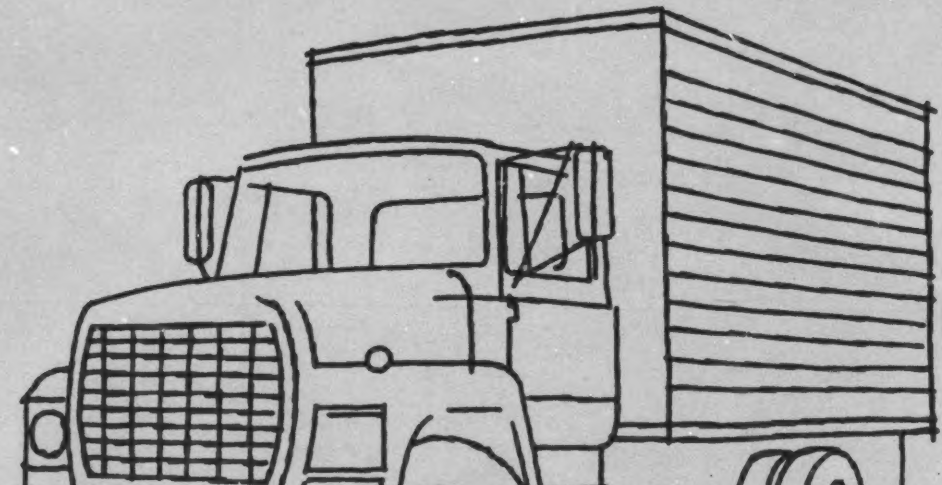

G
Rather slowly
G
Em
D7
G
Stop, look, and lis - ten be - fore you cross the street;
Am
G
D7
G
Use your eyes, use your ears, Then use your feet.

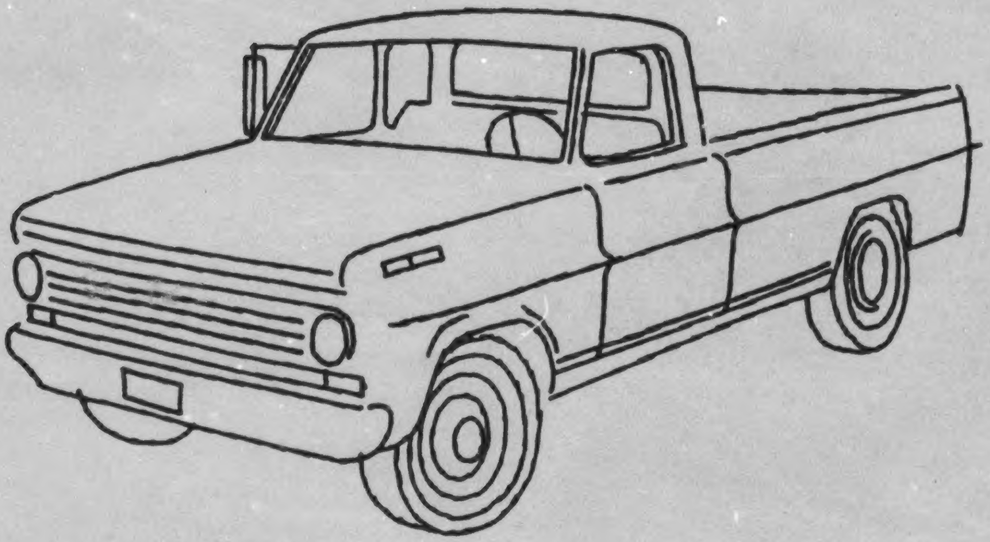


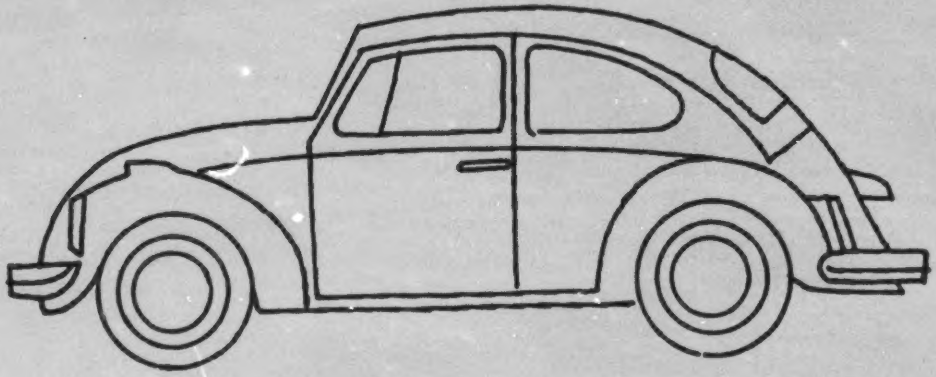


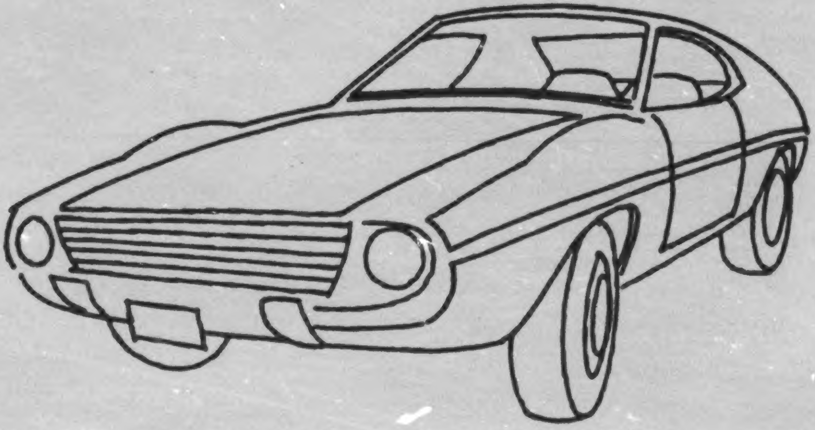
POLICE

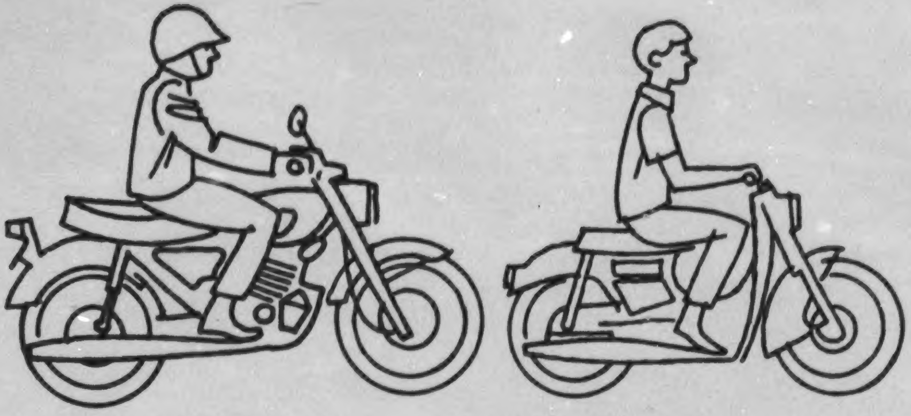

SCHOOL BUS

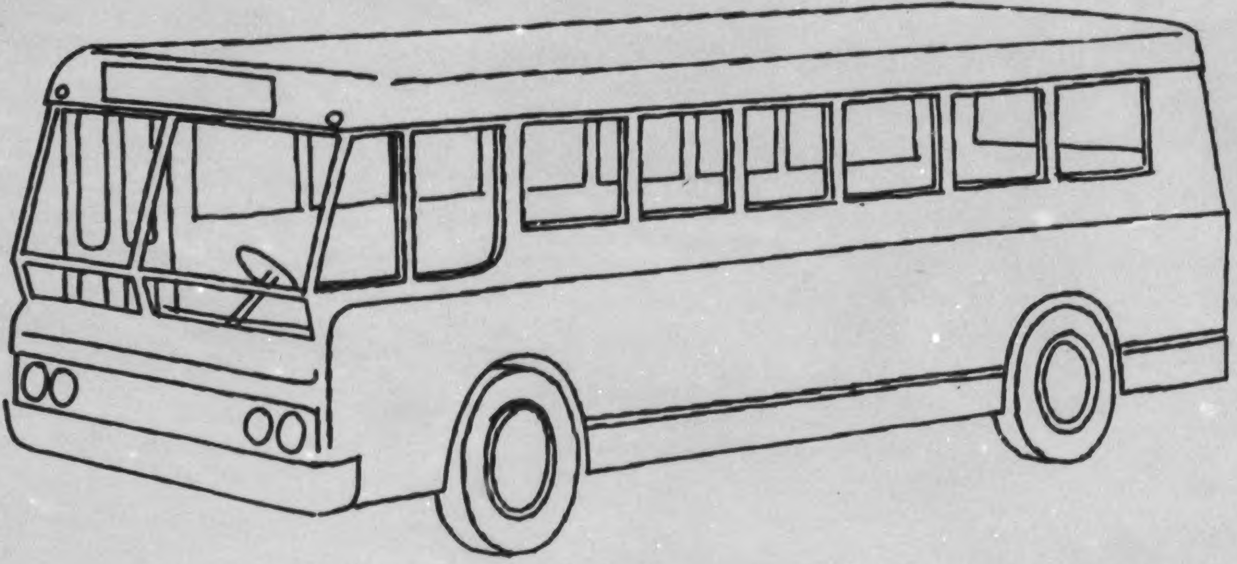


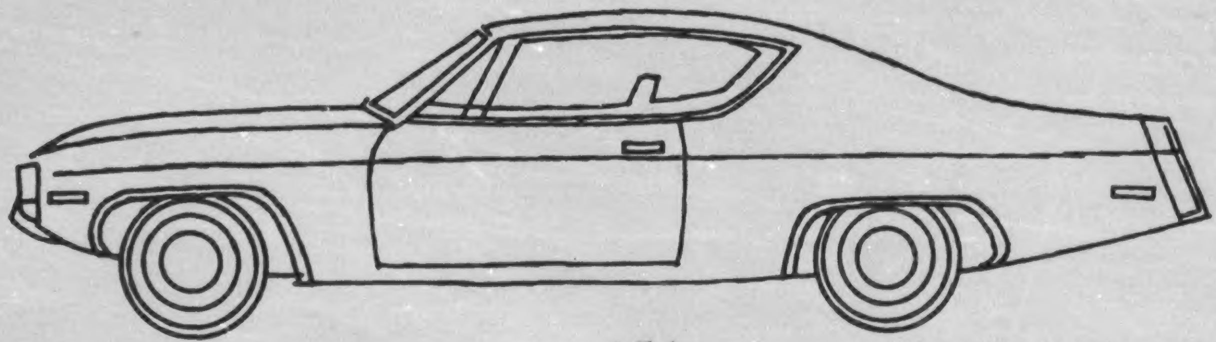




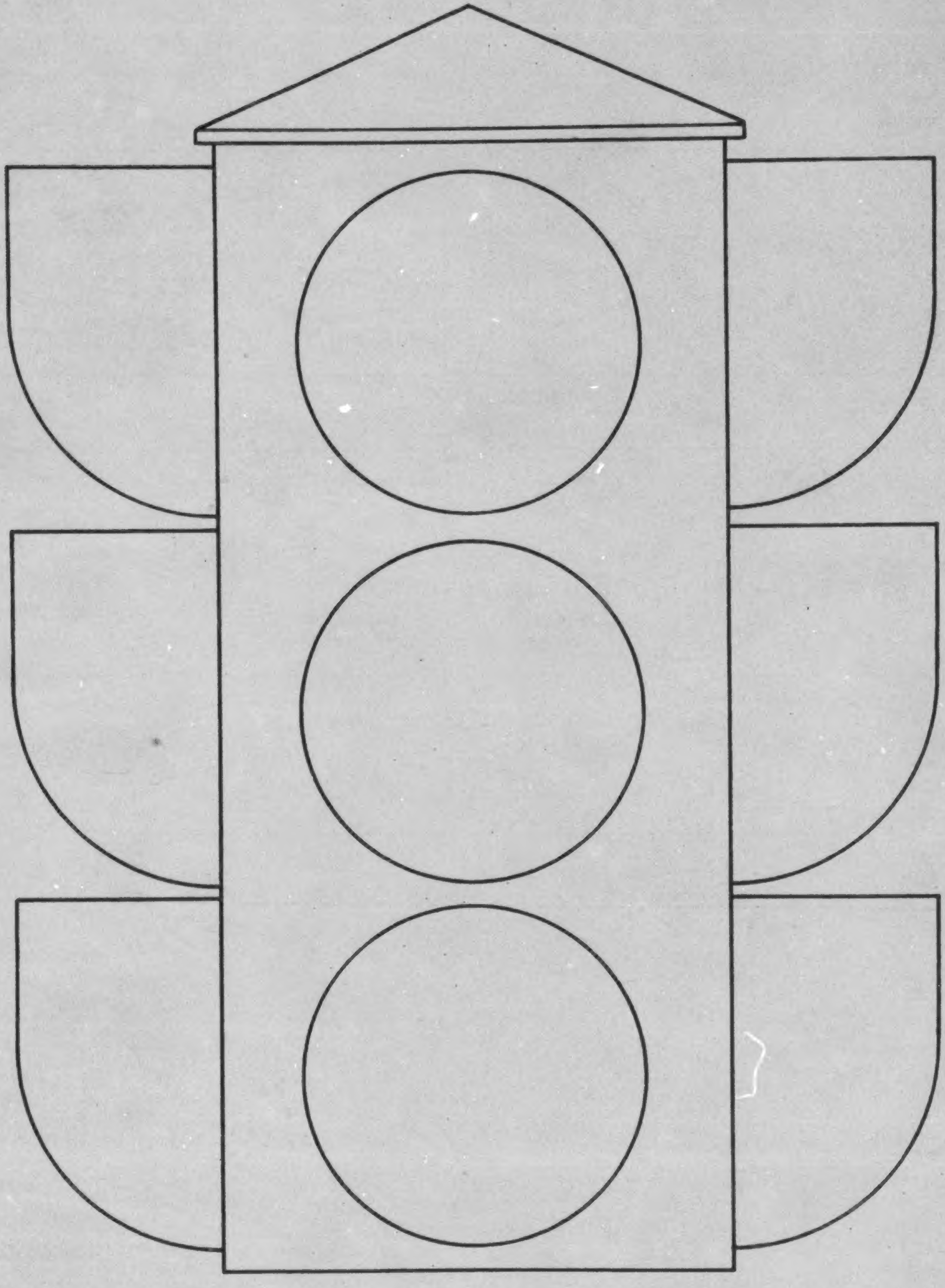


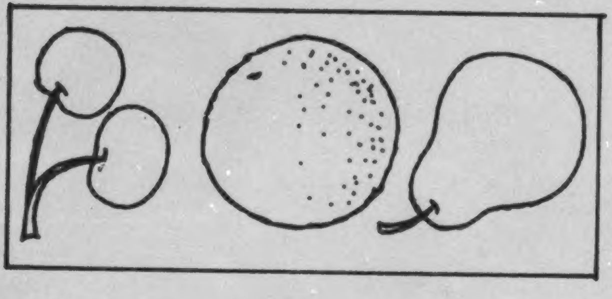


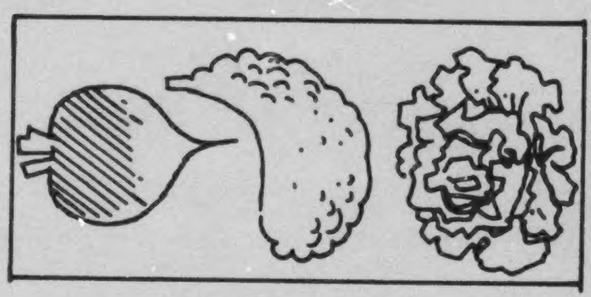


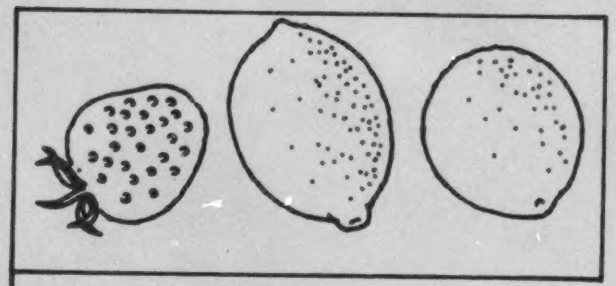


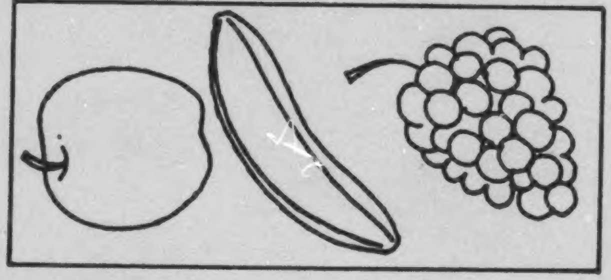
PATTERN FOR TRAFFIC LIGHT ACTIVITY

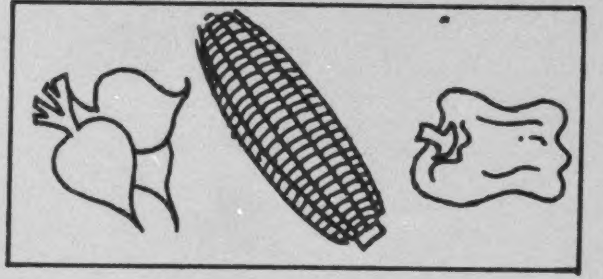


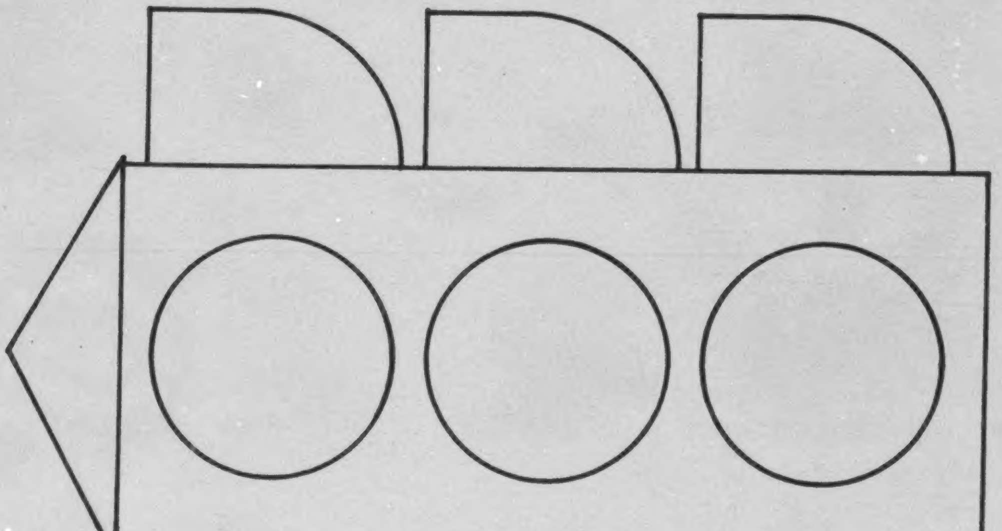


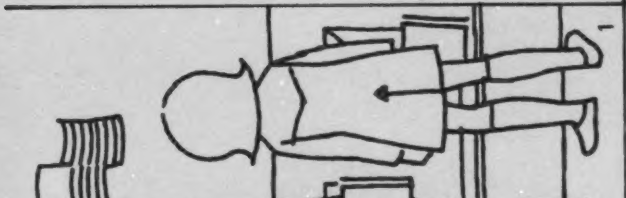




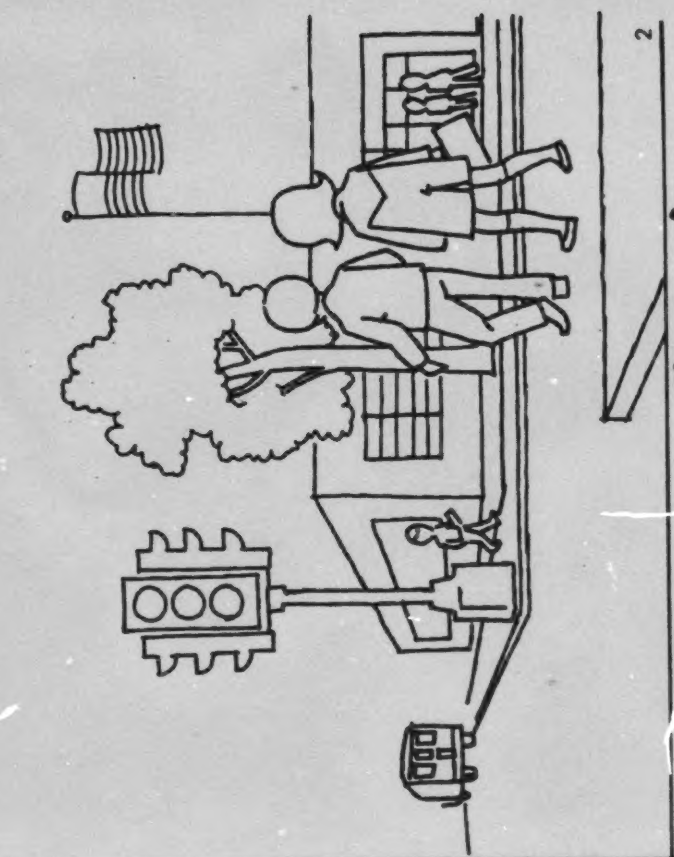






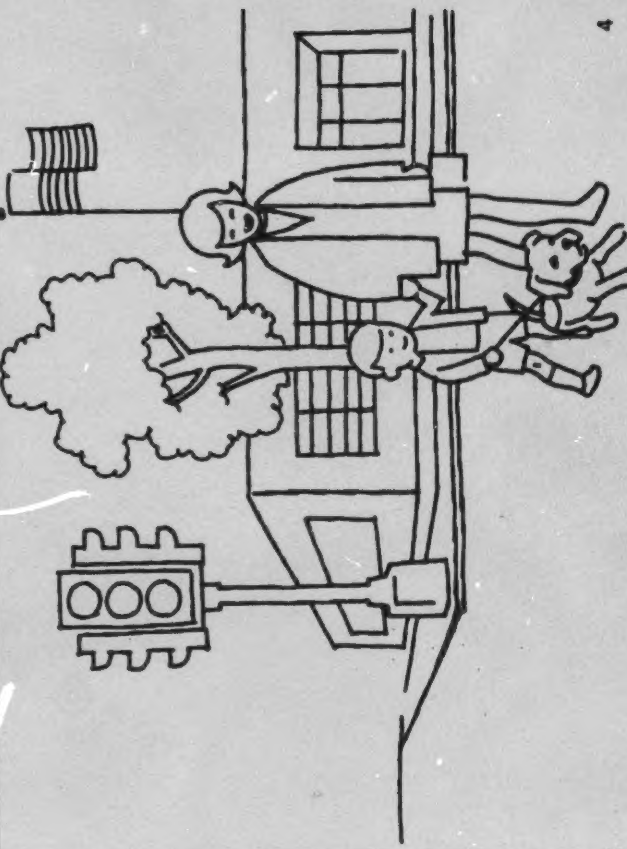


1



2

3



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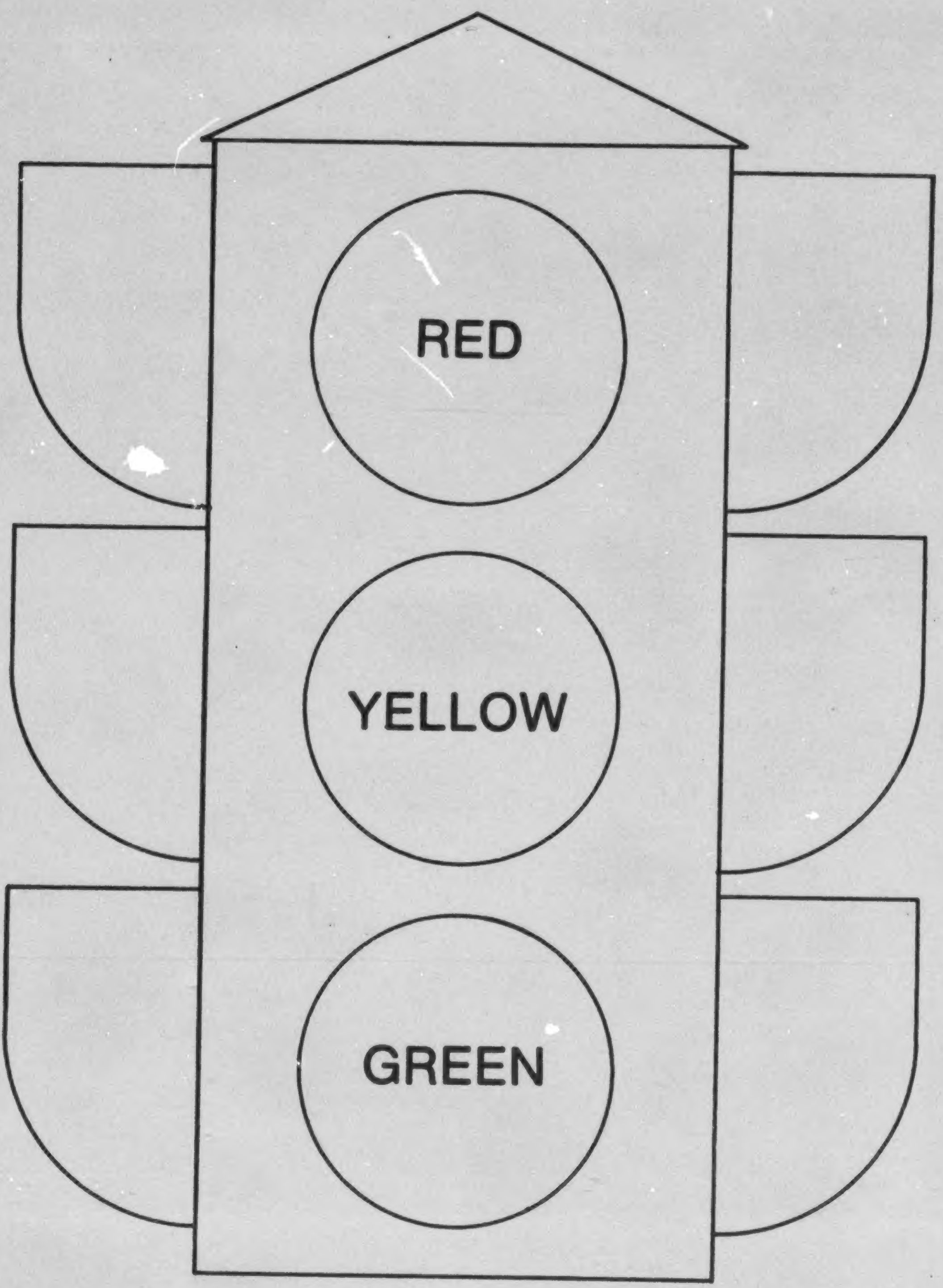
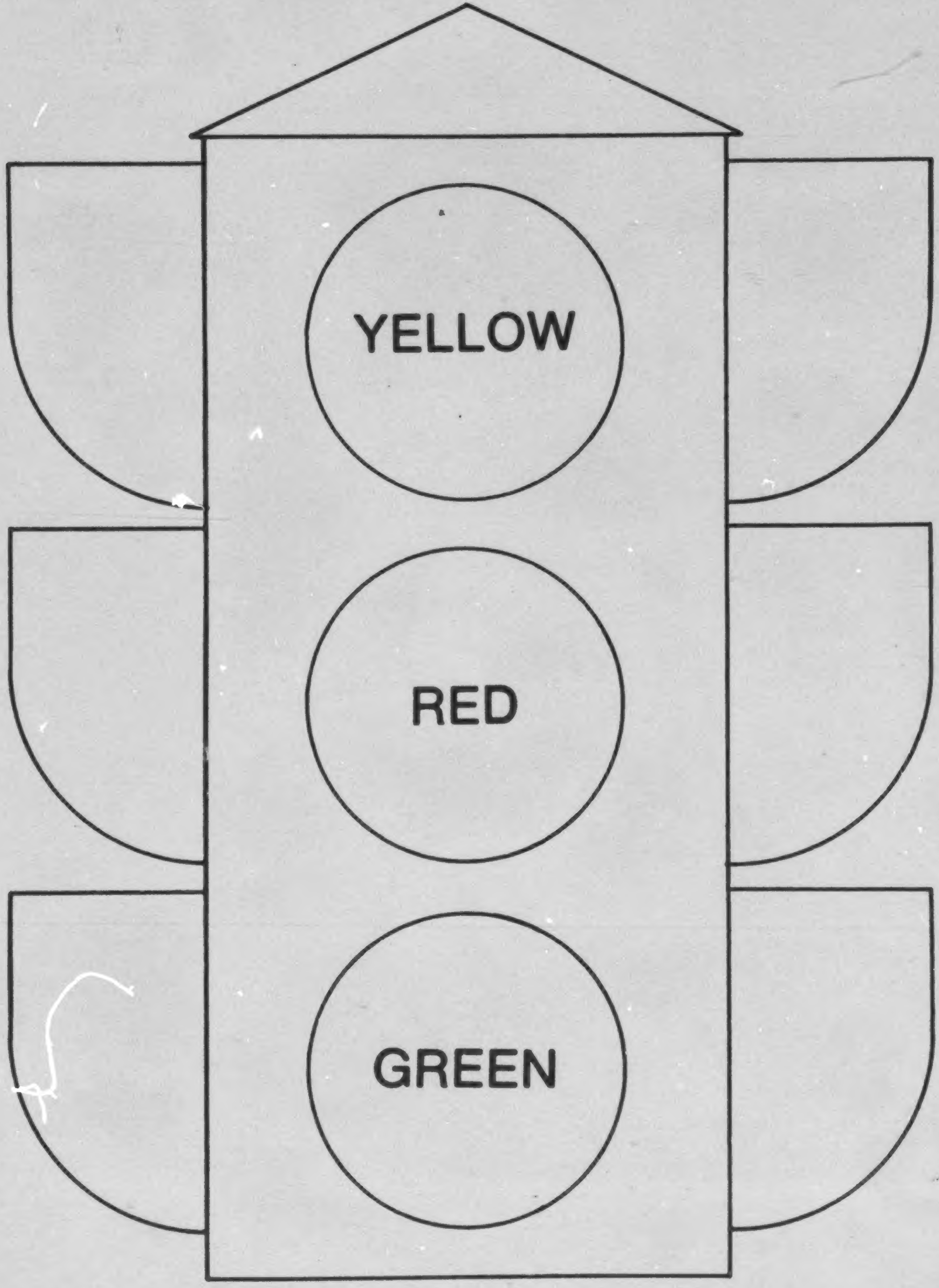
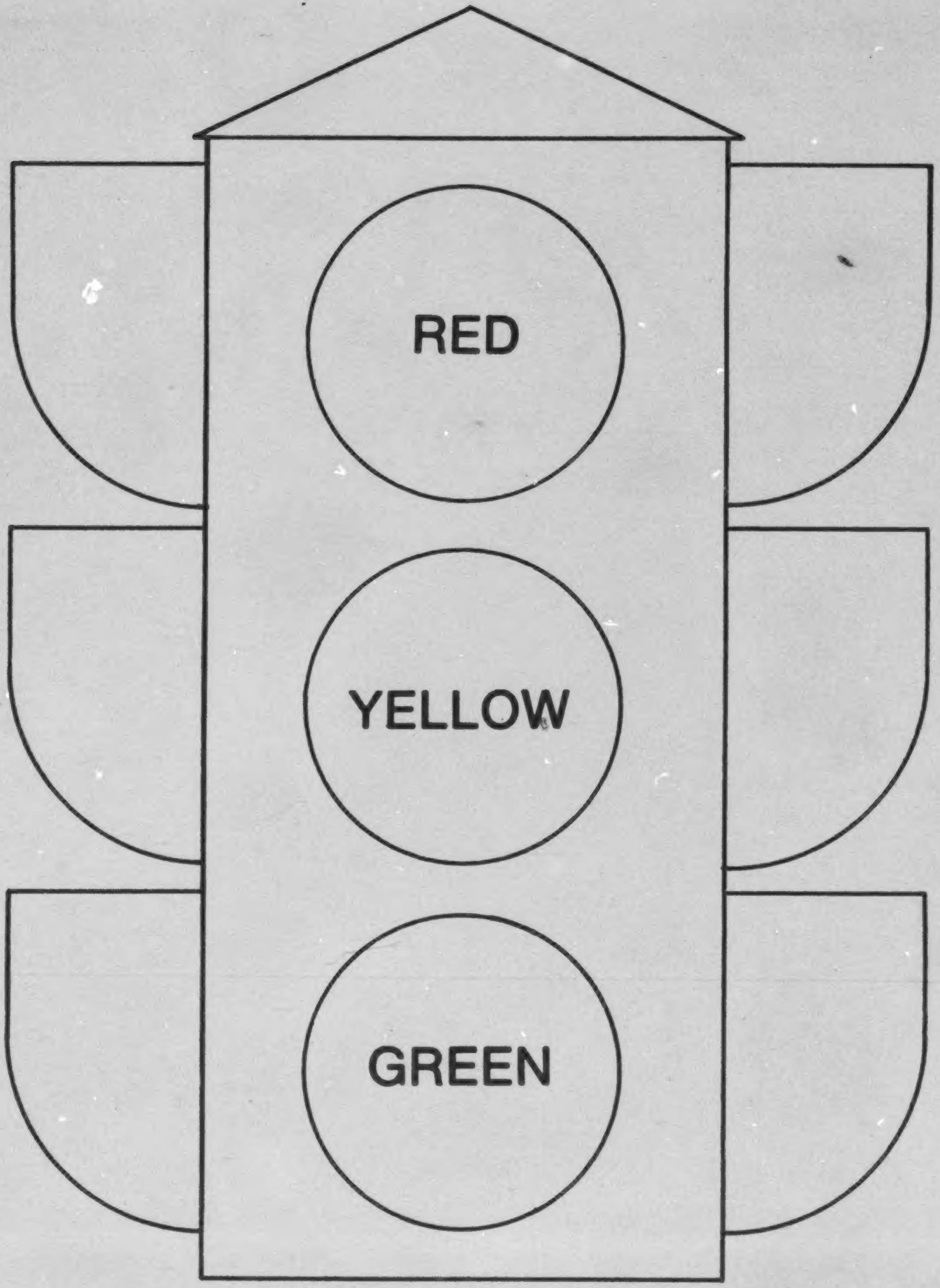
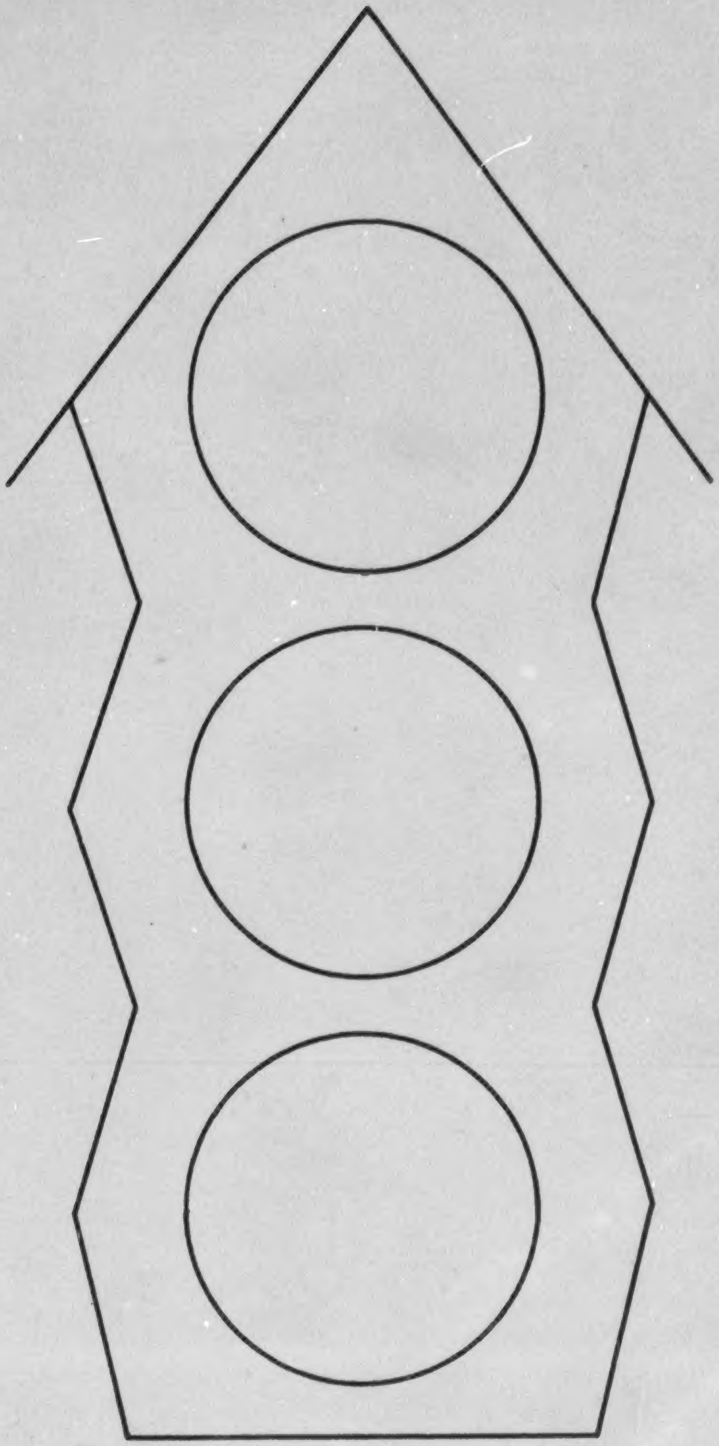
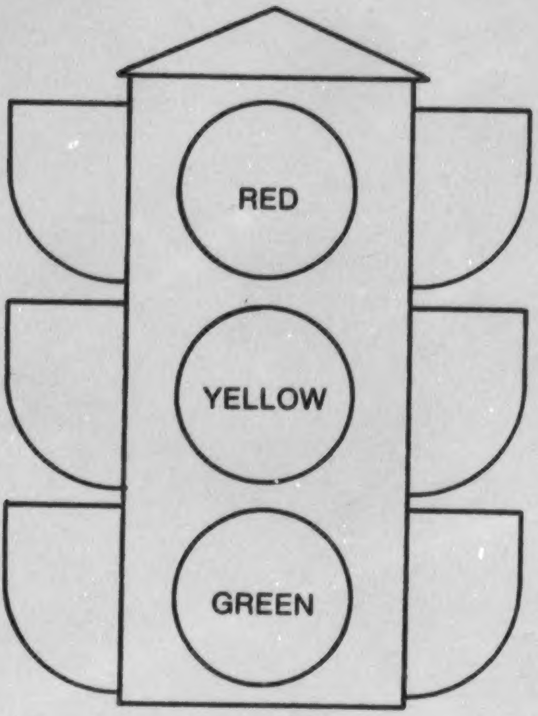
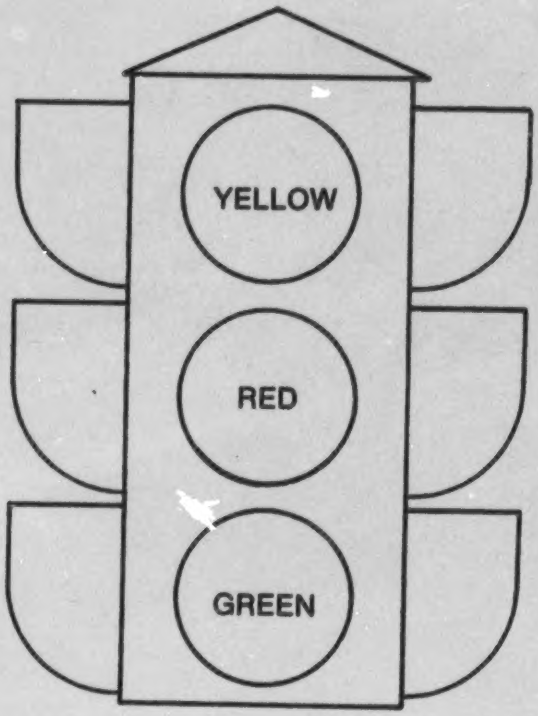

RED
YELLOW
GREEN

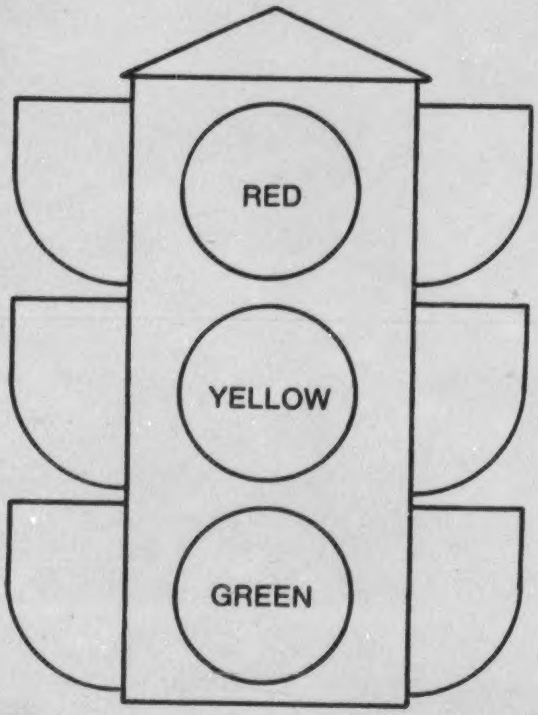

YELLOW
RED
GREEN

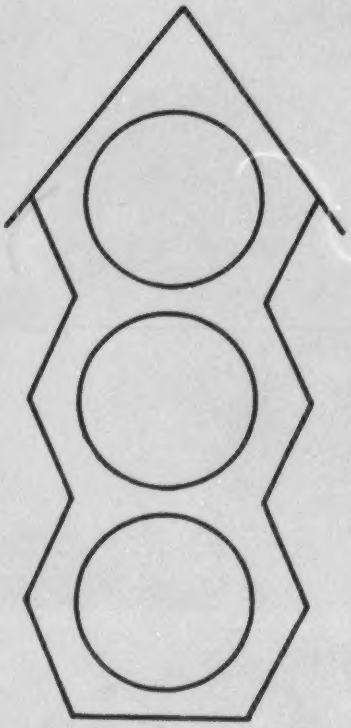

RED
YELLOW
GREEN



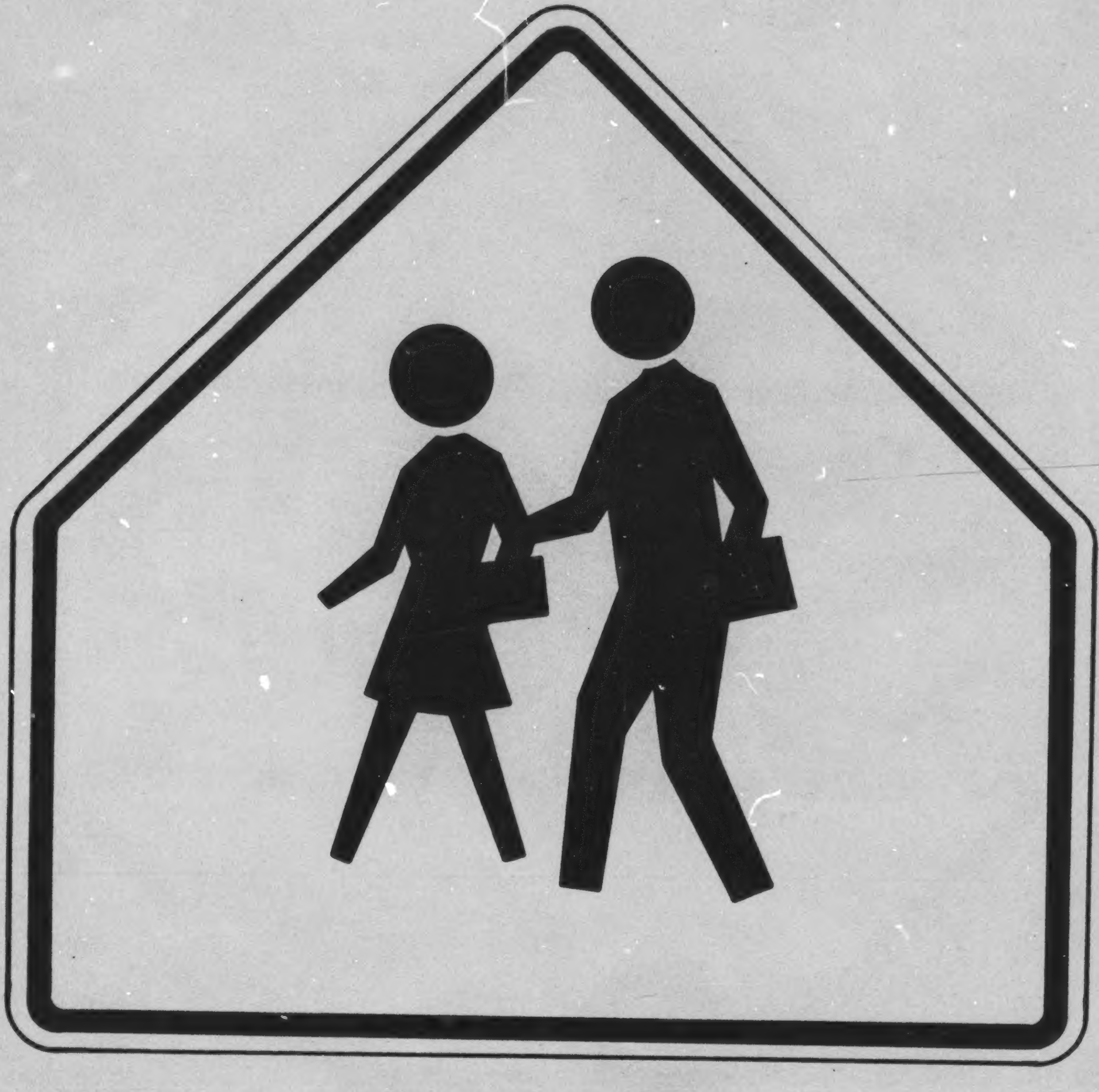

RED
YELLOW
GREEN


YELLOW
RED
GREEN

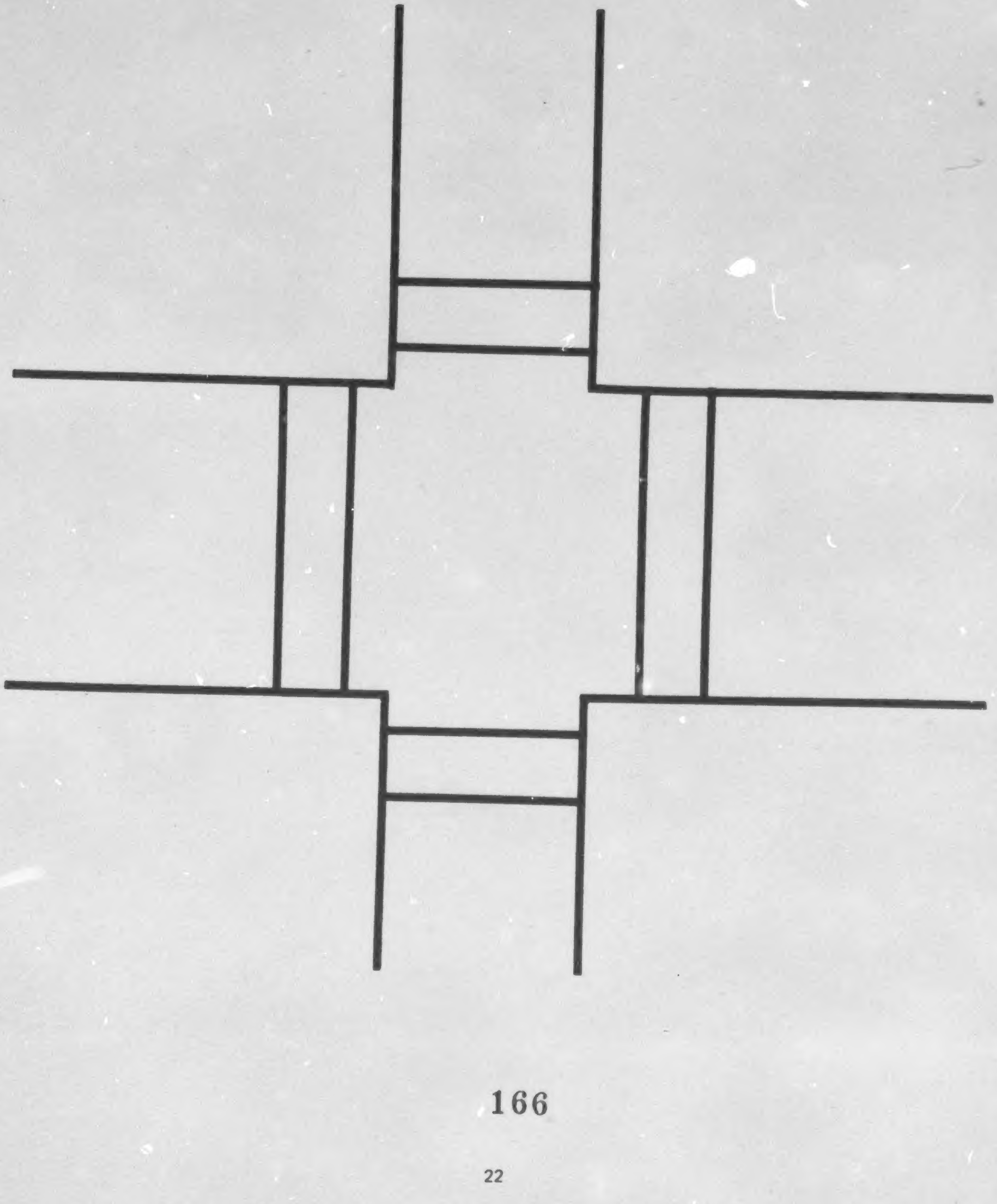

RED
YELLOW
GREEN



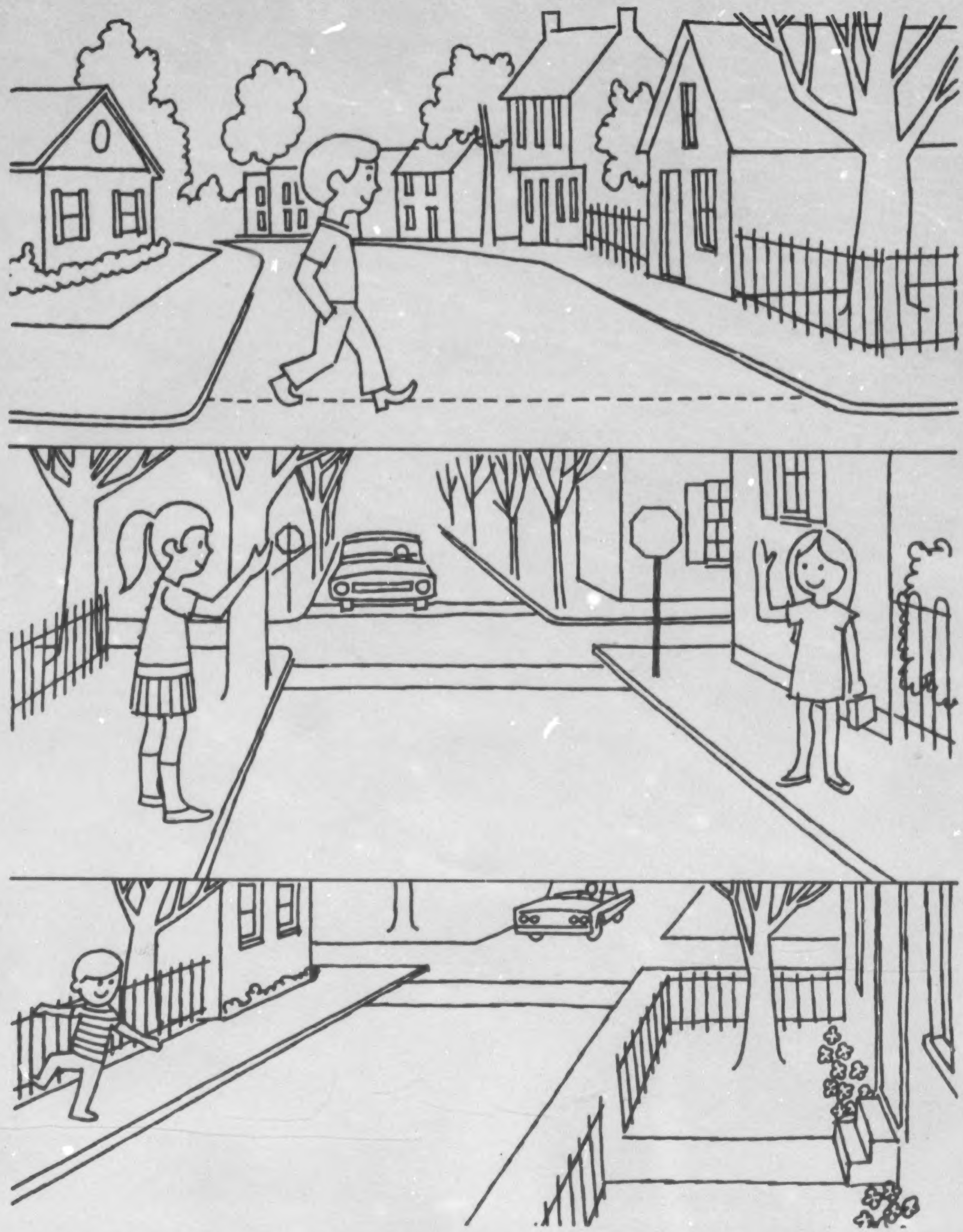
STOP



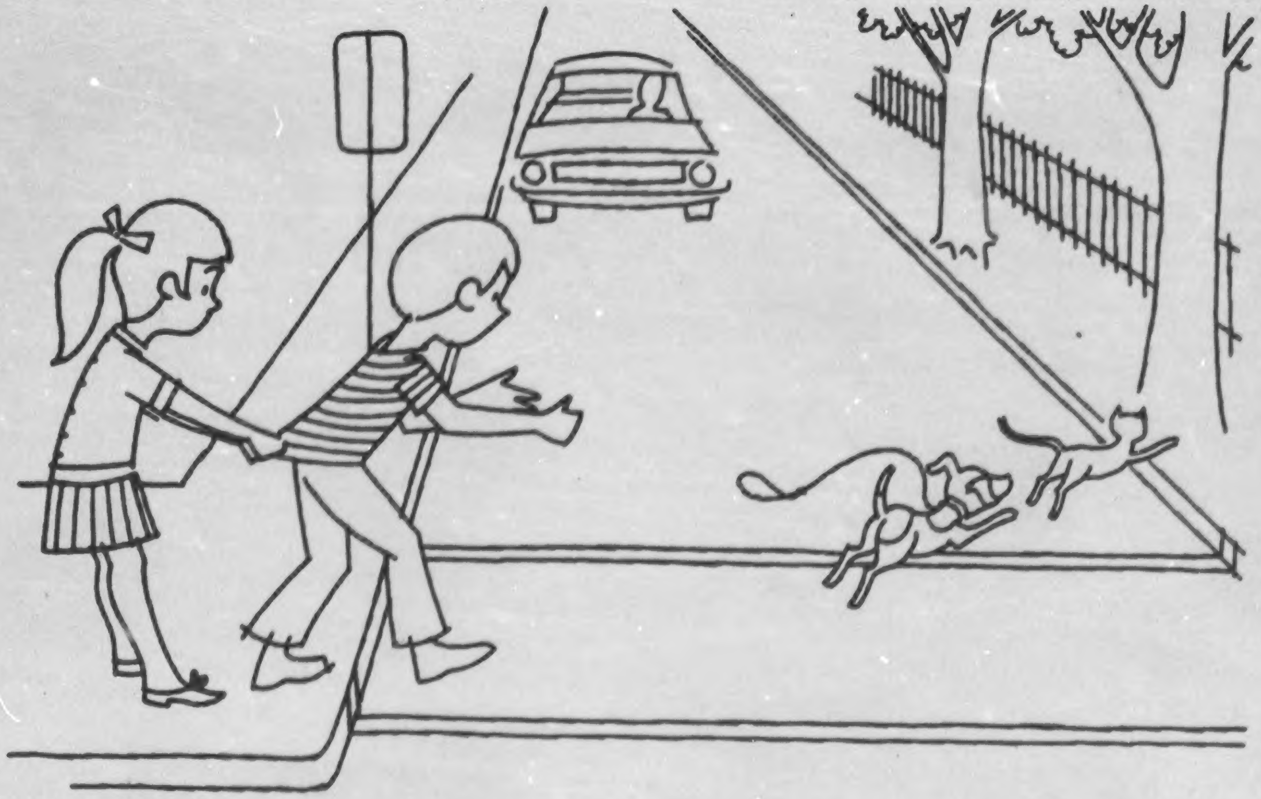
R
R



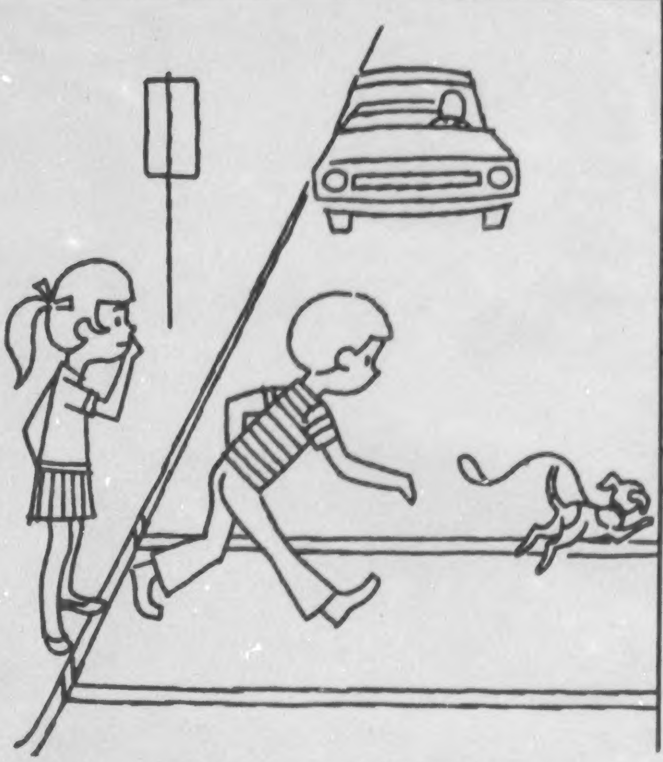
EVALUATION 1

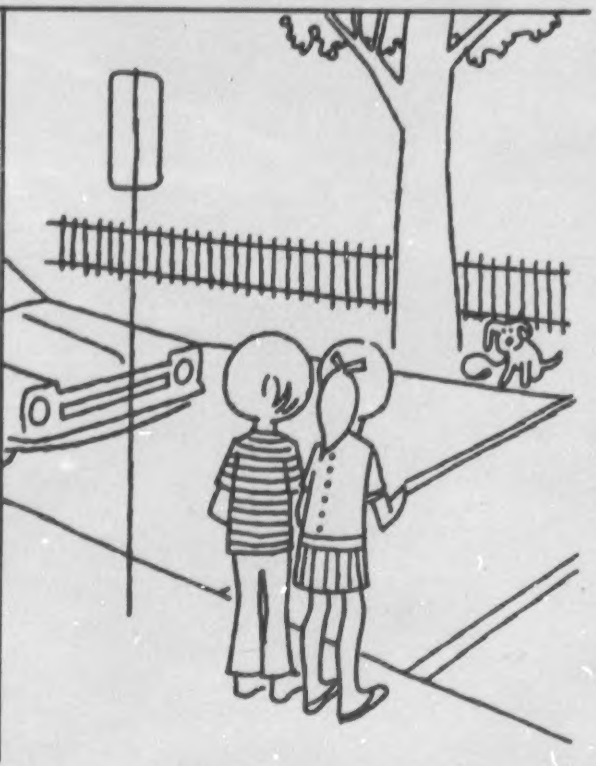


EVALUATION 2



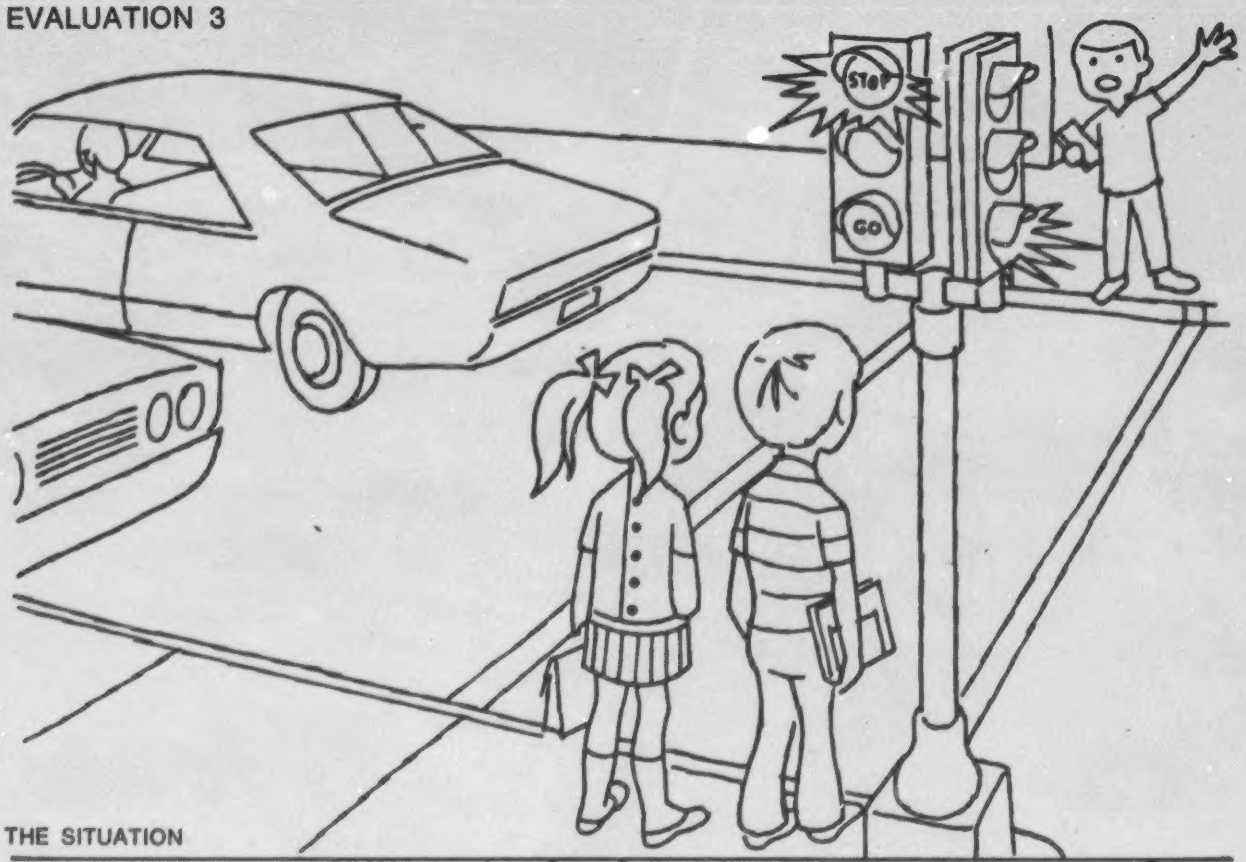
THE SITUATION



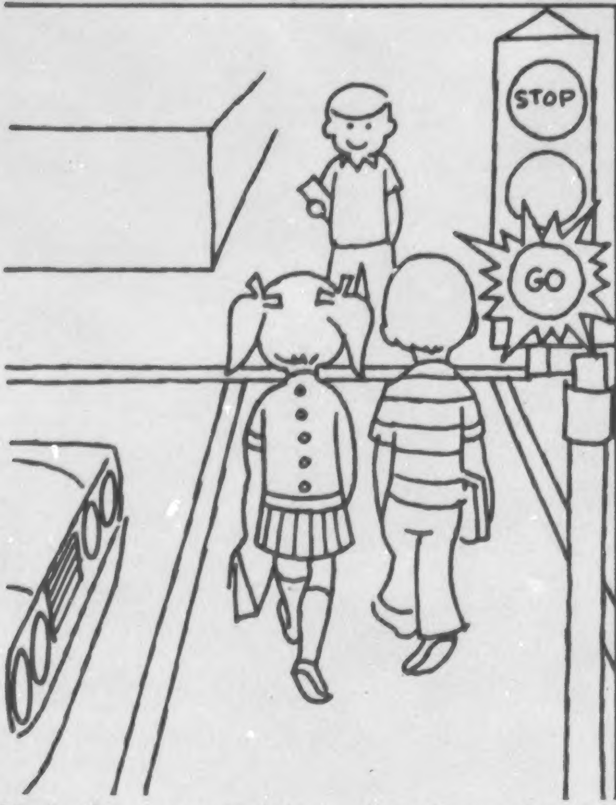


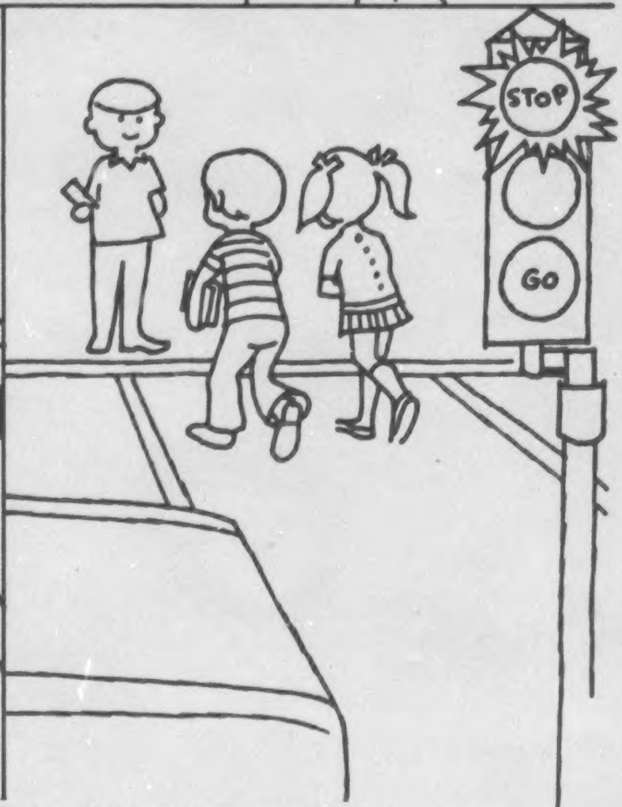
Which one is the correct procedure?
Circle the correct picture and color the entire page.

EVALUATION 3



THE SITUATION

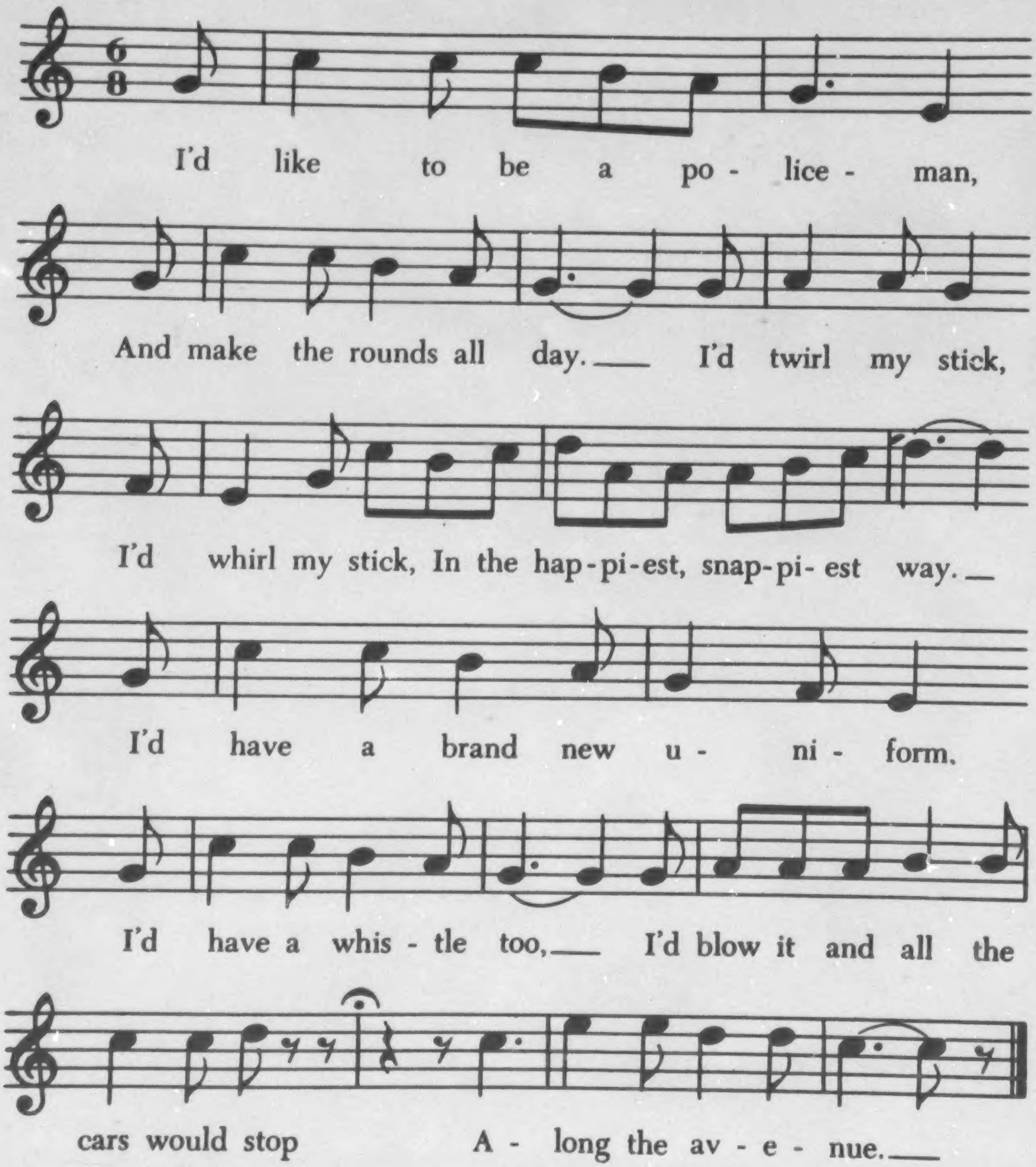




Circle the correct picture after discussing. Color the entire page.

Policeman

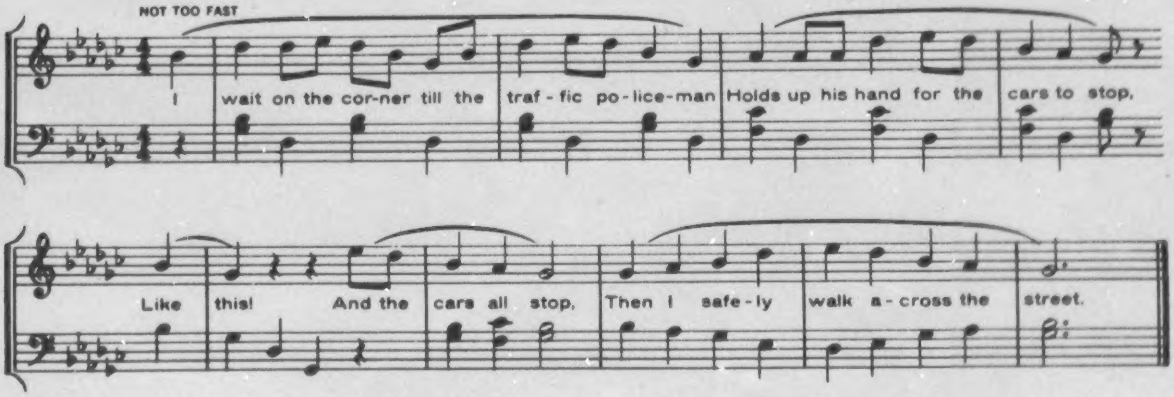
Words and Music by Ernest Gold


I'd like to be a po - lice - man,
And make the rounds all day. I'd twirl my stick,
I'd whirl my stick, In the hap-pi-est, snap-pi- est way.
I'd have a brand new u - ni - form.
I'd have a whis - tle too, I'd blow it and all the
cars would stop A - long the av - e - nue.

Music for Living In Our Town. Mursell, Tipton, Landeck, Nordholm, Freeburg, Watson. Silver Burdett Co. 1956.

The Traffic Policeman

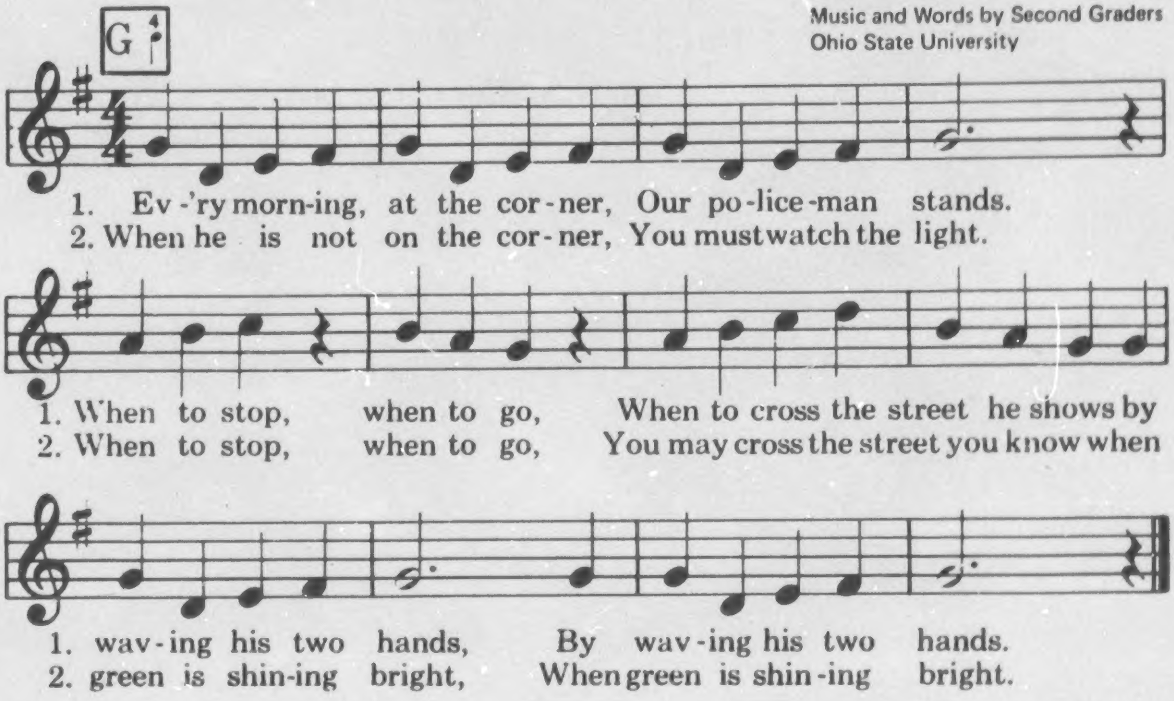
Words by Marianne St. John Music by Anthony Burke


NOT TOO FAST
I wait on the cor-ner till the traf - fic po - lice-man Holds up his hand for the cars to stop,
Like this! And the cars all stop, Then I safe - ly walk a - cross the street.

Music for Young Americans, American Book Co., 1966.

The Traffic Cop

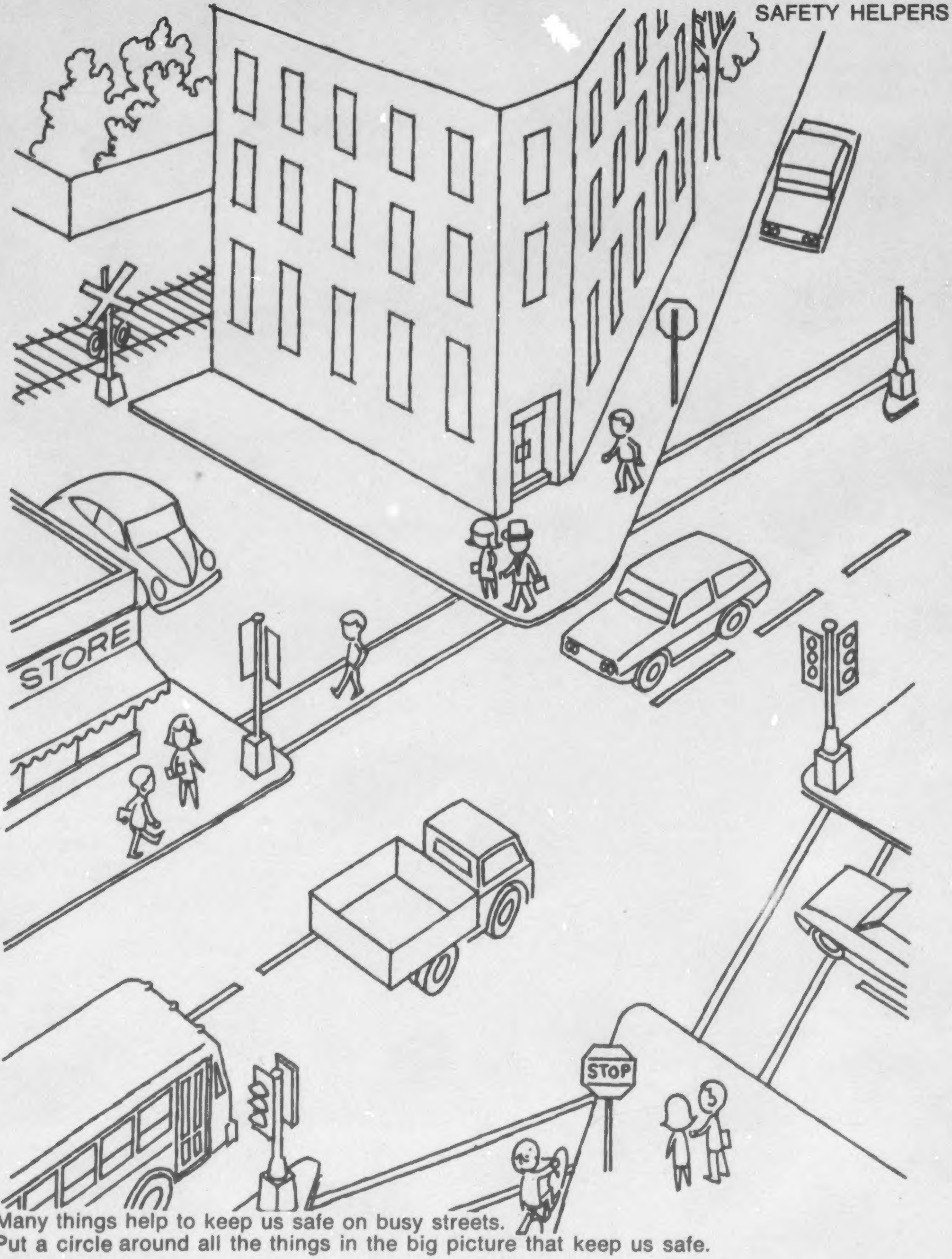
Music and Words by Second Graders
Ohio State University


G
1. Ev -'ry morn-ing, at the cor - ner, Our po - lice - man stands.
2. When he is not on the cor - ner, You must watch the light.
1. When to stop, when to go, When to cross the street he shows by
2. When to stop, when to go, You may cross the street you know when
1. wav - ing his two hands, By wav - ing his two hands.
2. green is shin - ing bright, When green is shin - ing bright.

This is Music 2, Allyn & Bacon, Inc., 1966.

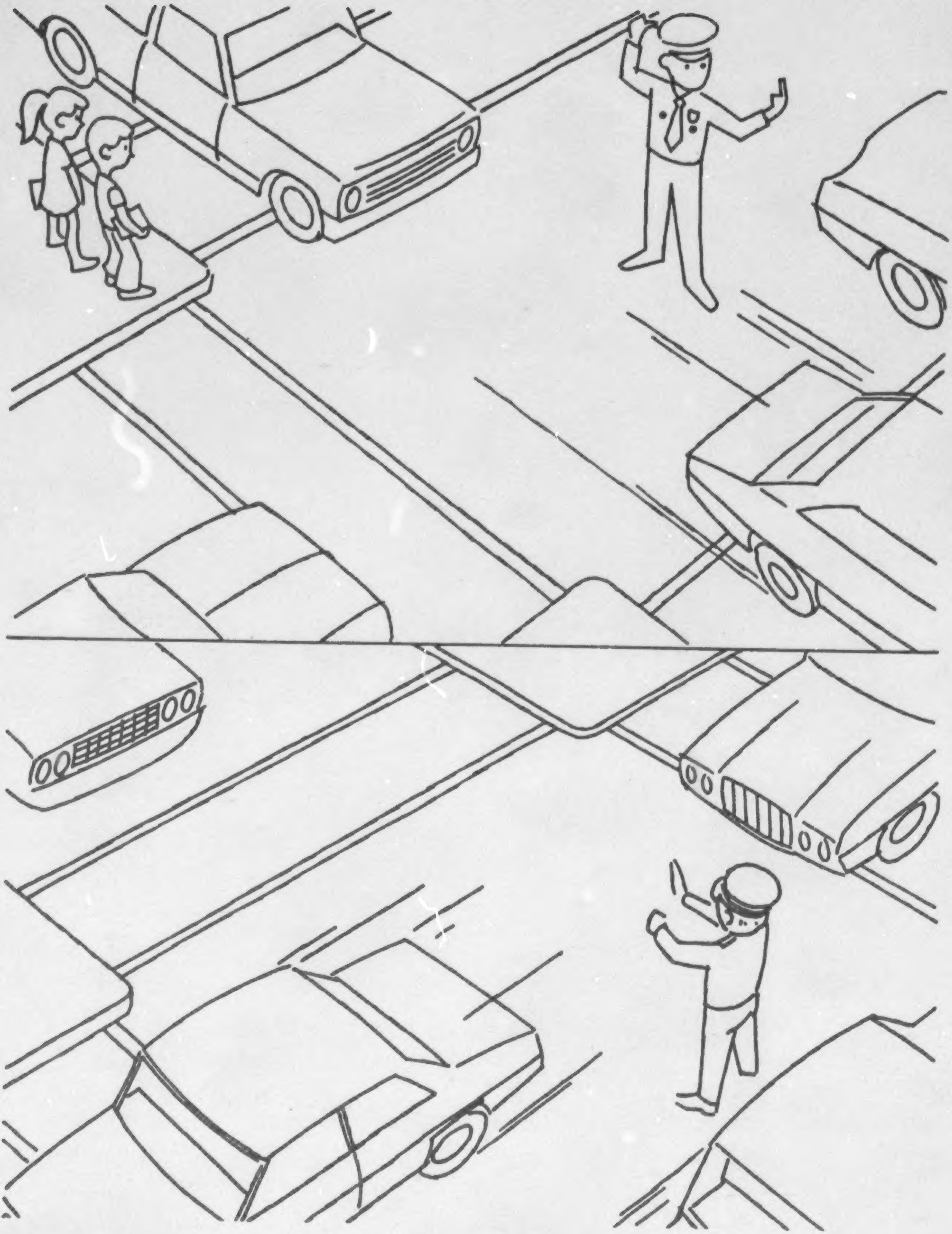
Draw yourself and a friend where you would be waiting to cross the street.

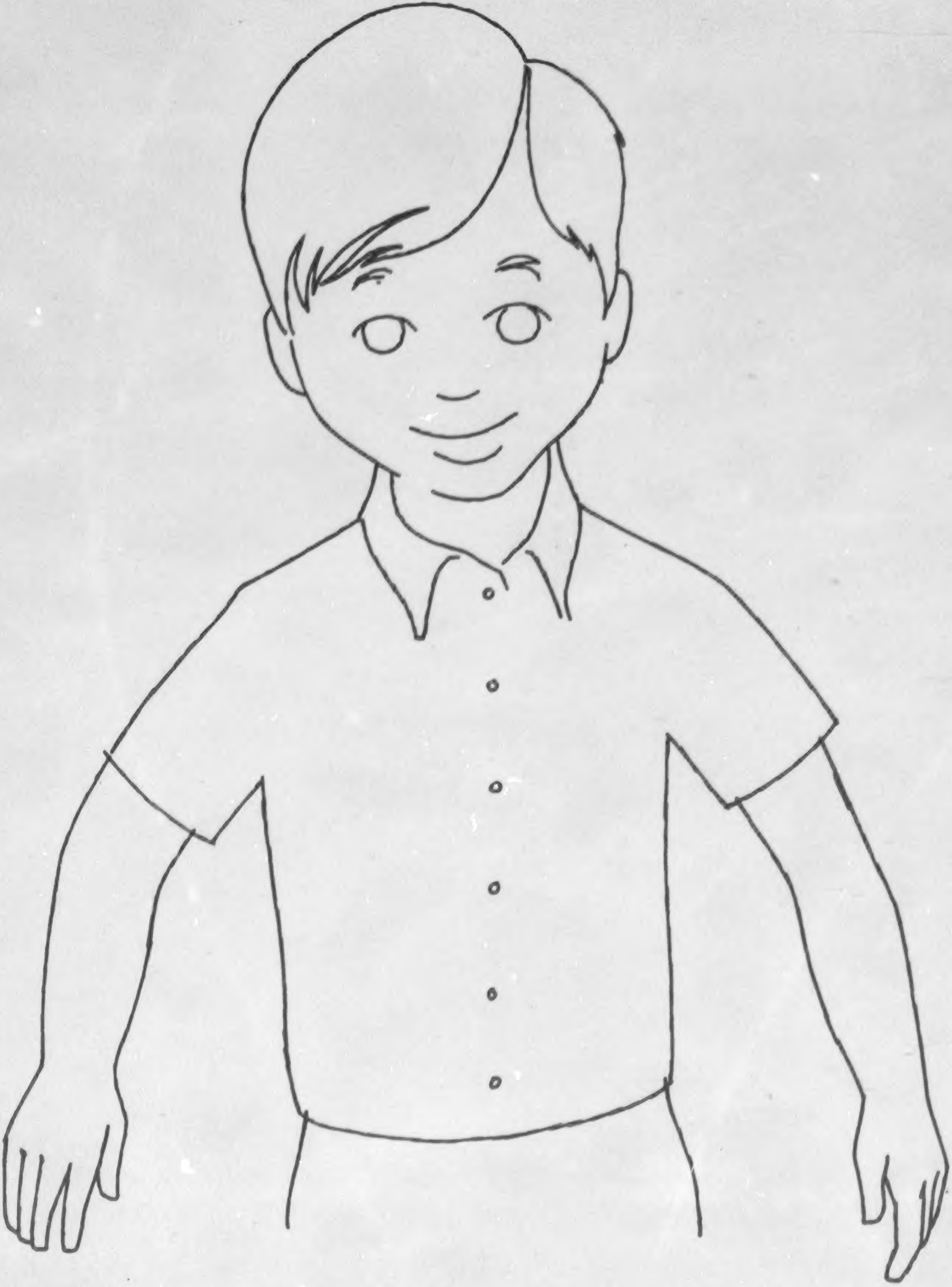
SAFETY HELPERS

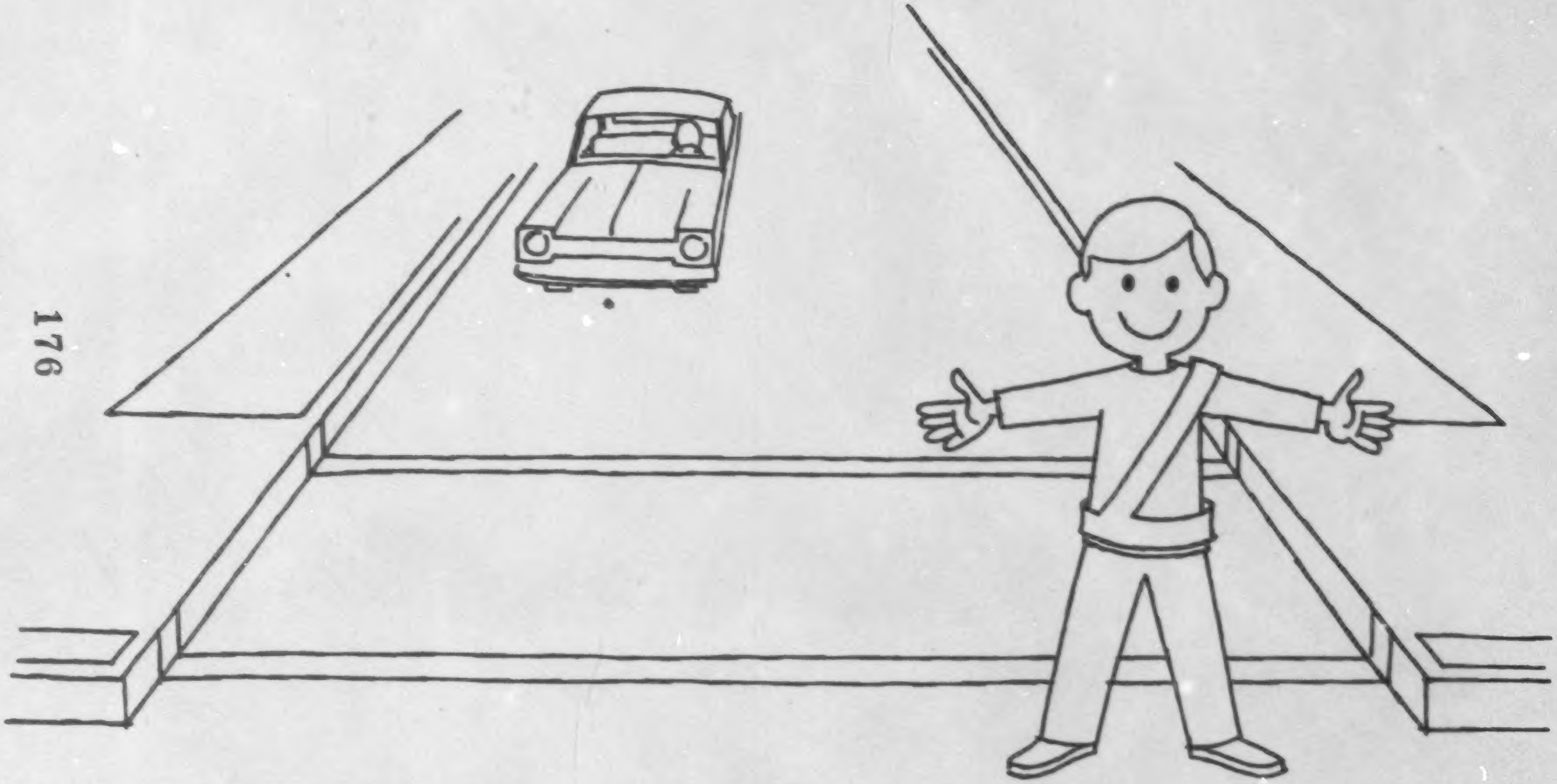


Many things help to keep us safe on busy streets.
Put a circle around all the things in the big picture that keep us safe.

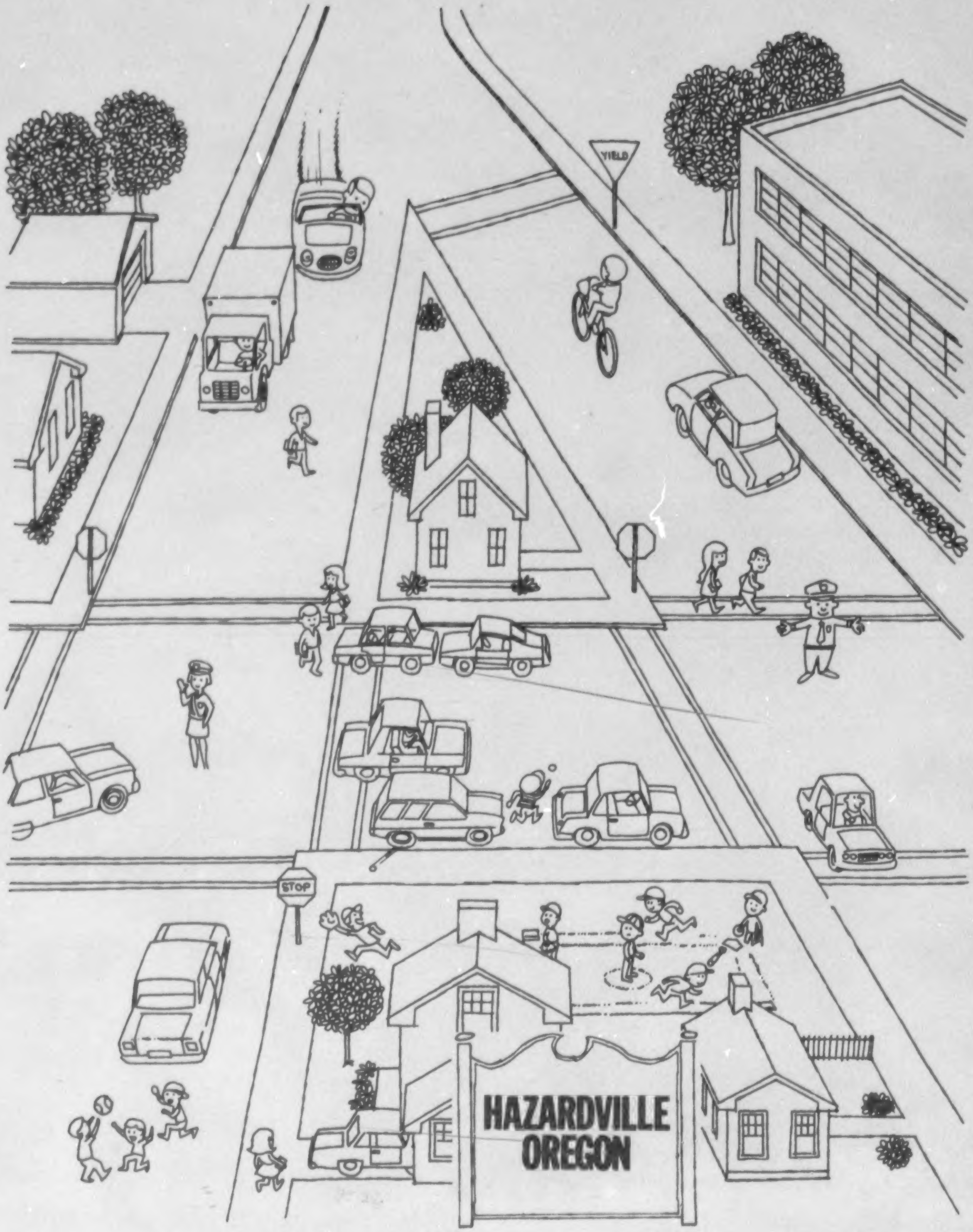
RELATED ACTIVITY DITTO

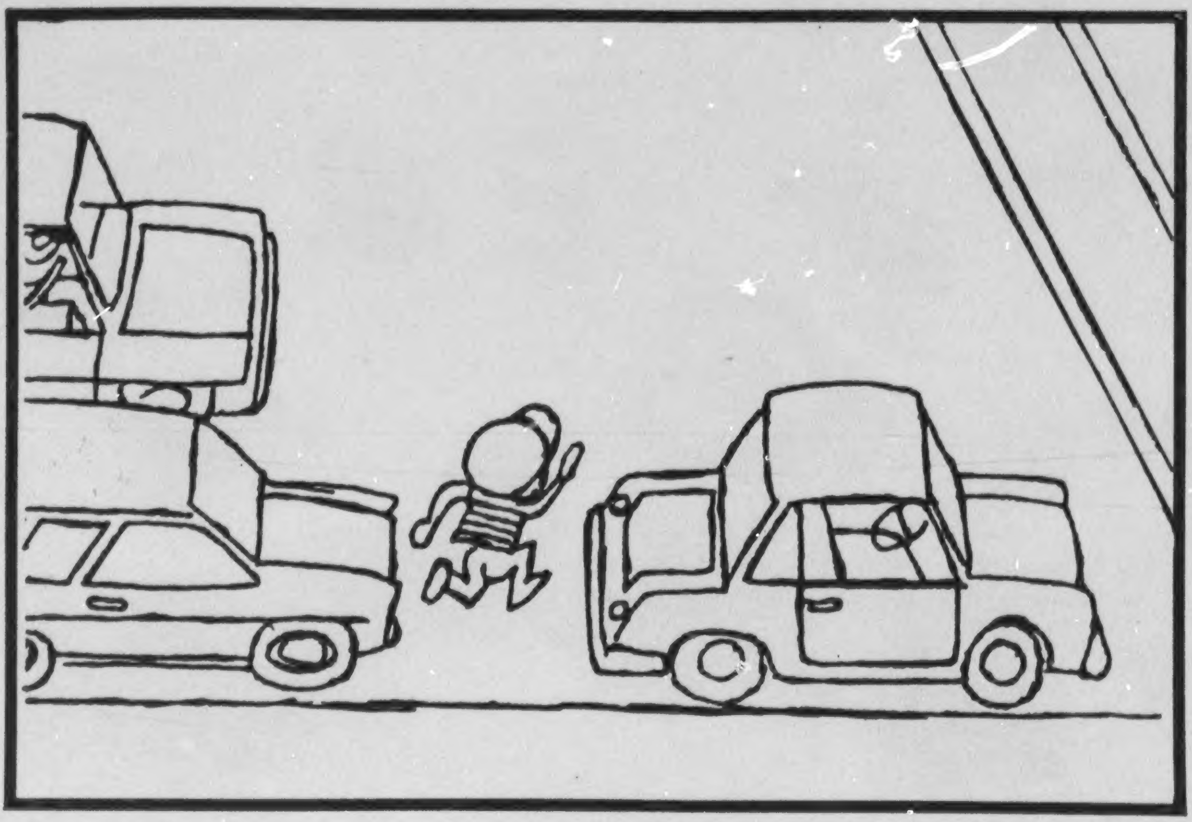


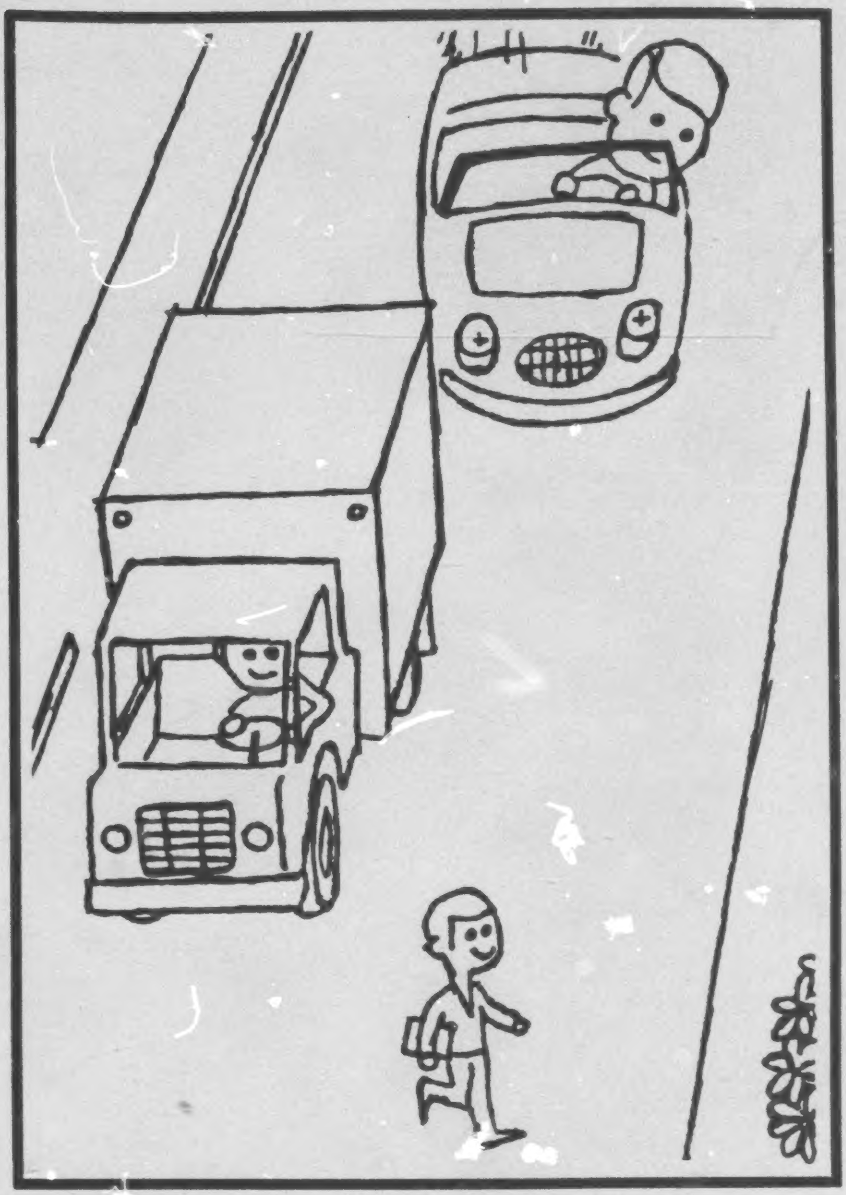


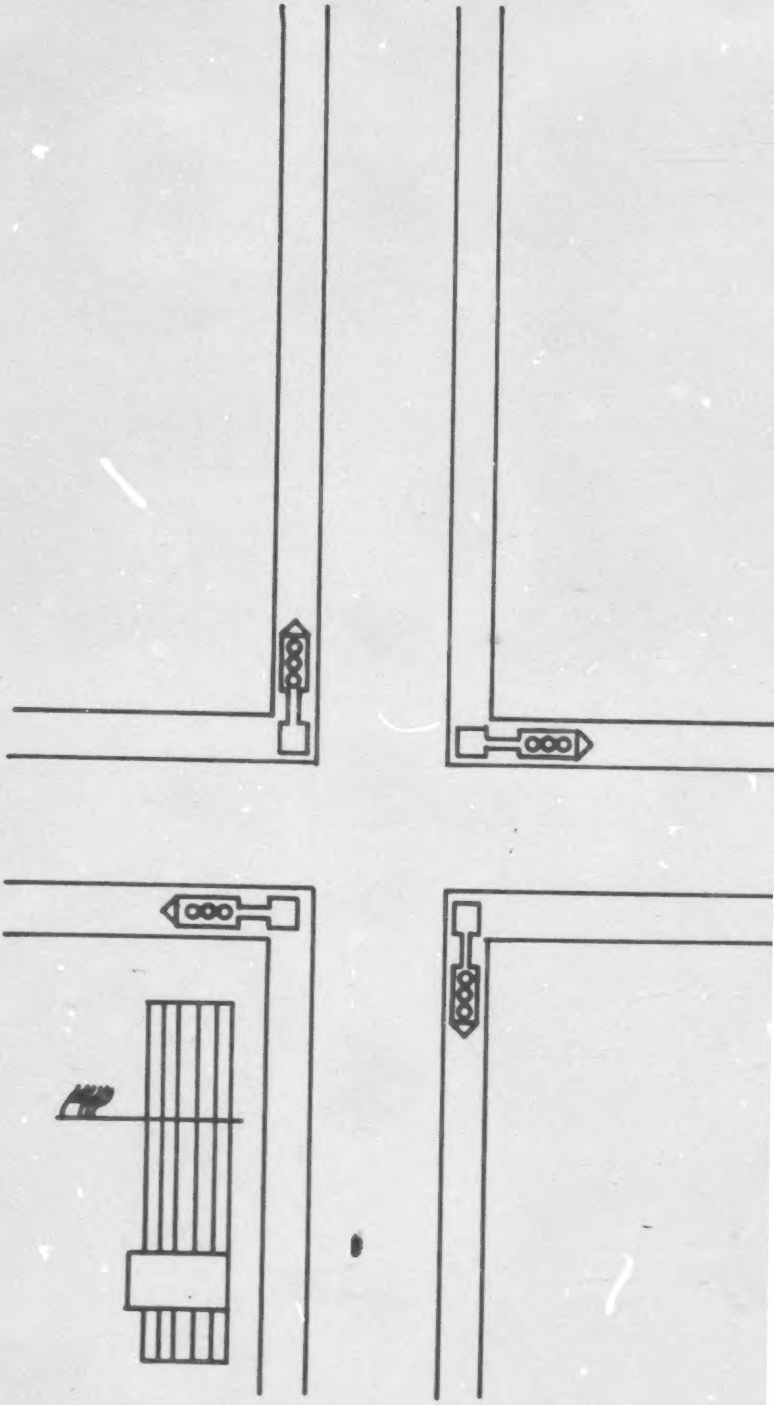


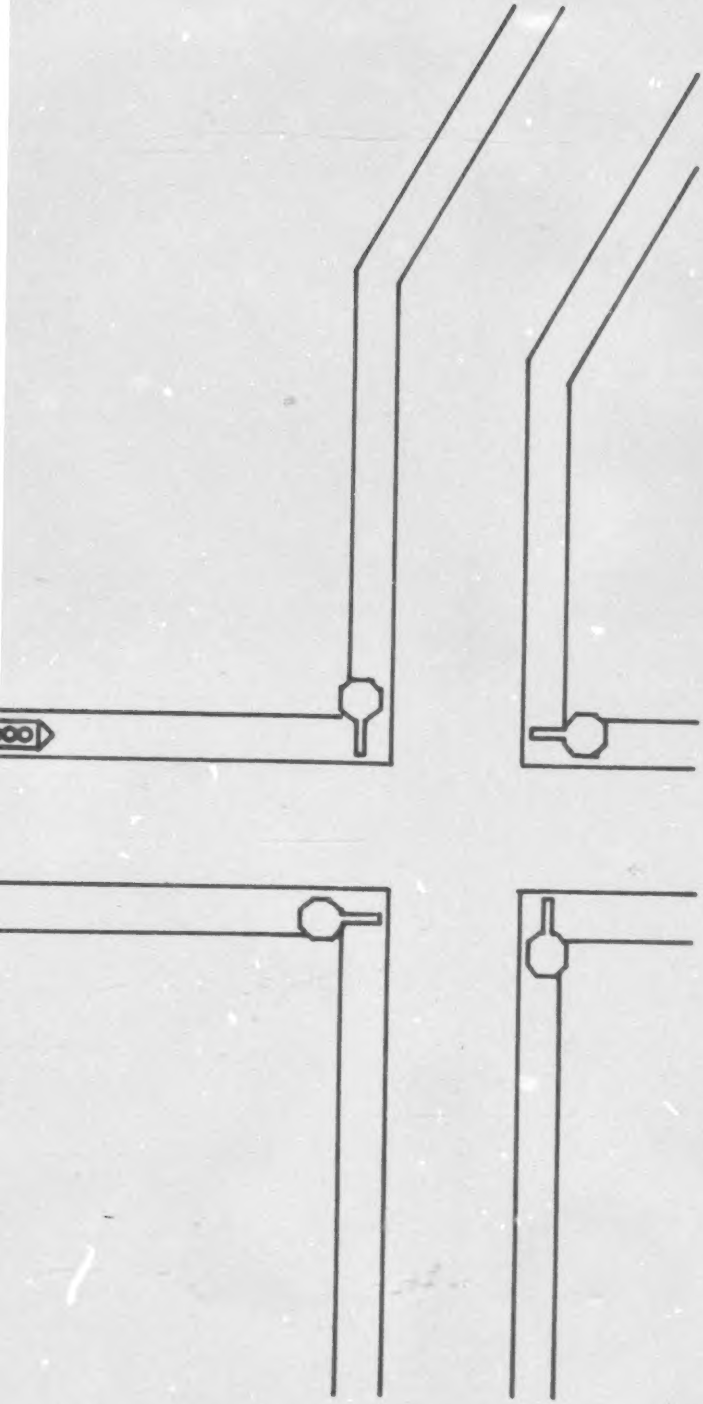
Draw your footprints going across the street where you should walk safely.


YIELD
STOP
HAZARDVILLE
OREGON

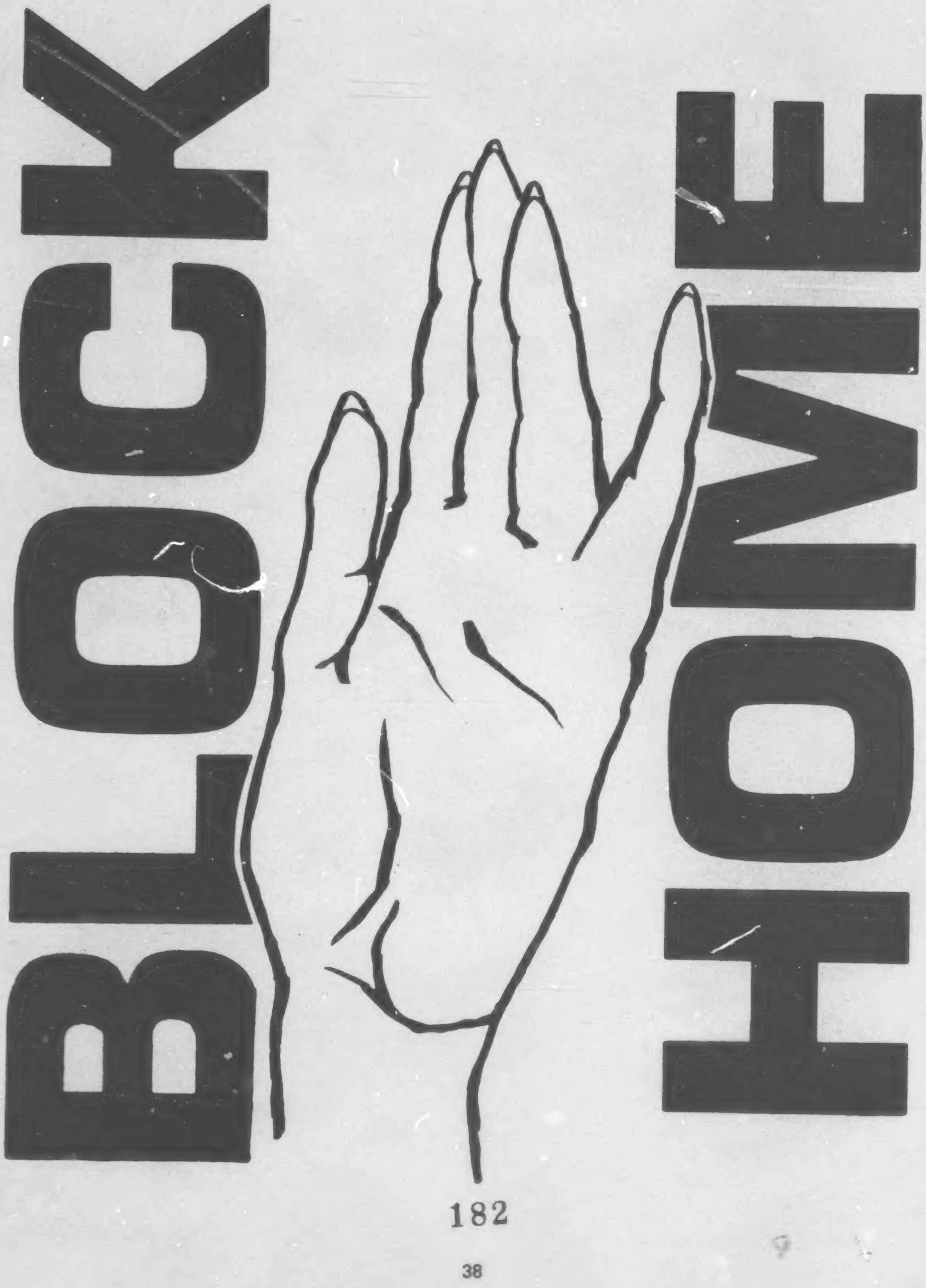


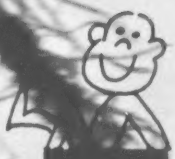


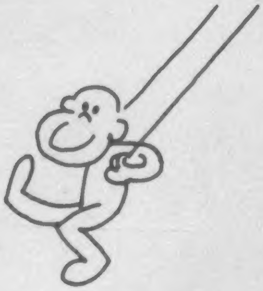




Safety in Our Town

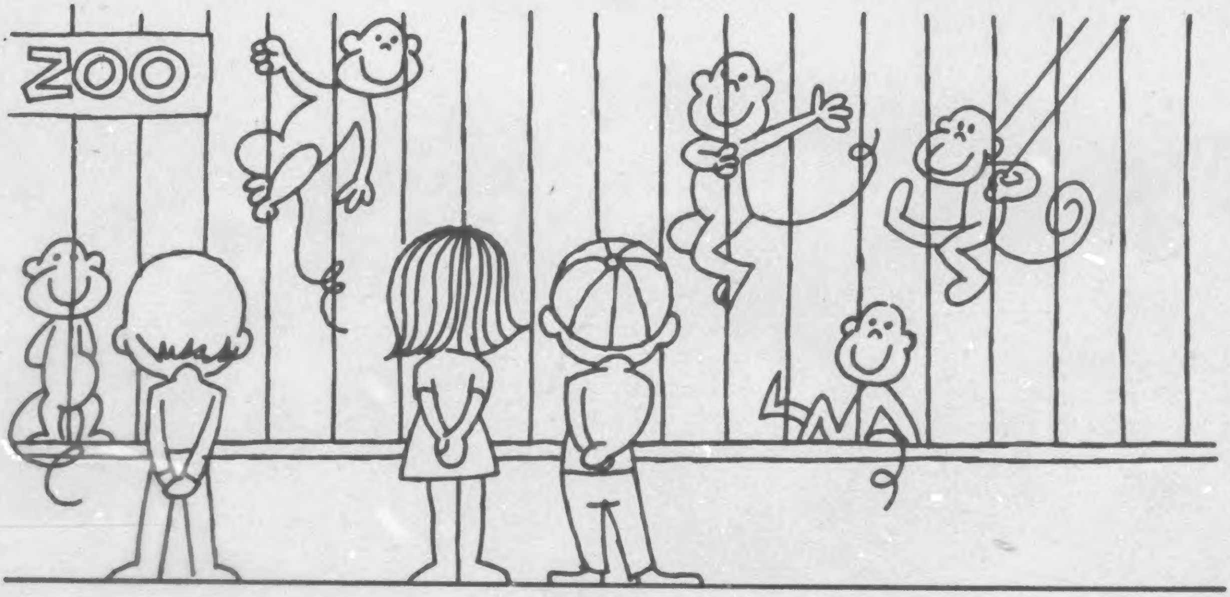

BLOCK
HOME





5 on a Bike

Trim along dotted line



Picture 1

In the cage in the zoo
The children came to see,
Five little monkeys
As funny as can be

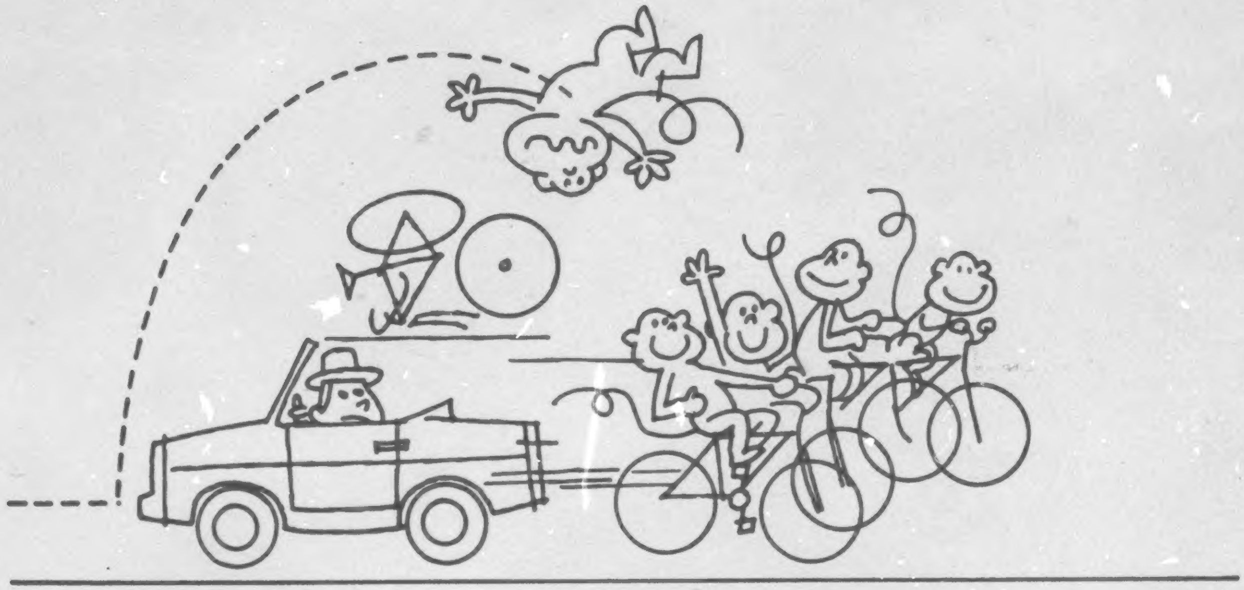
The children looked in
And they looked out,
Each tried to see
What the other was about

One day when the cage door
Was not closed tight,
Five little monkeys
Began a strange flight.

They hopped on some bikes
As they'd seen children do,
And pedaled away quickly
From their cage in the zoo.

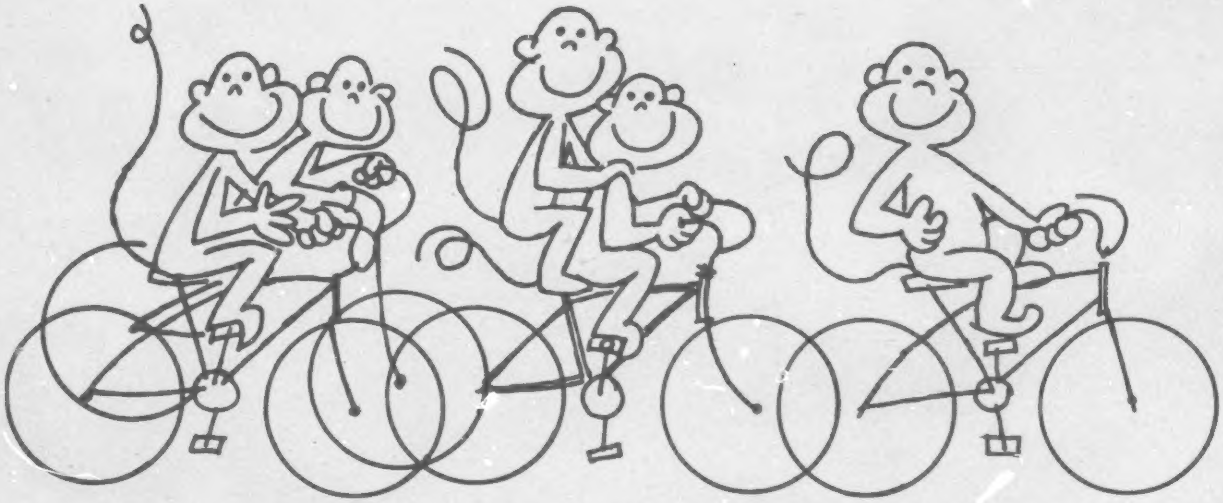
Side by side
In the middle of the street,
Five foolish monkeys
A car did meet.

Screech went the brakes
As the driver tore his hair,
One bike and one monkey
Were tossed in the air



Picture 2

Trim along dotted line.



Picture 3

The bike was all broken
But the monkeys survived,
And now four bikes
Had to do for all five

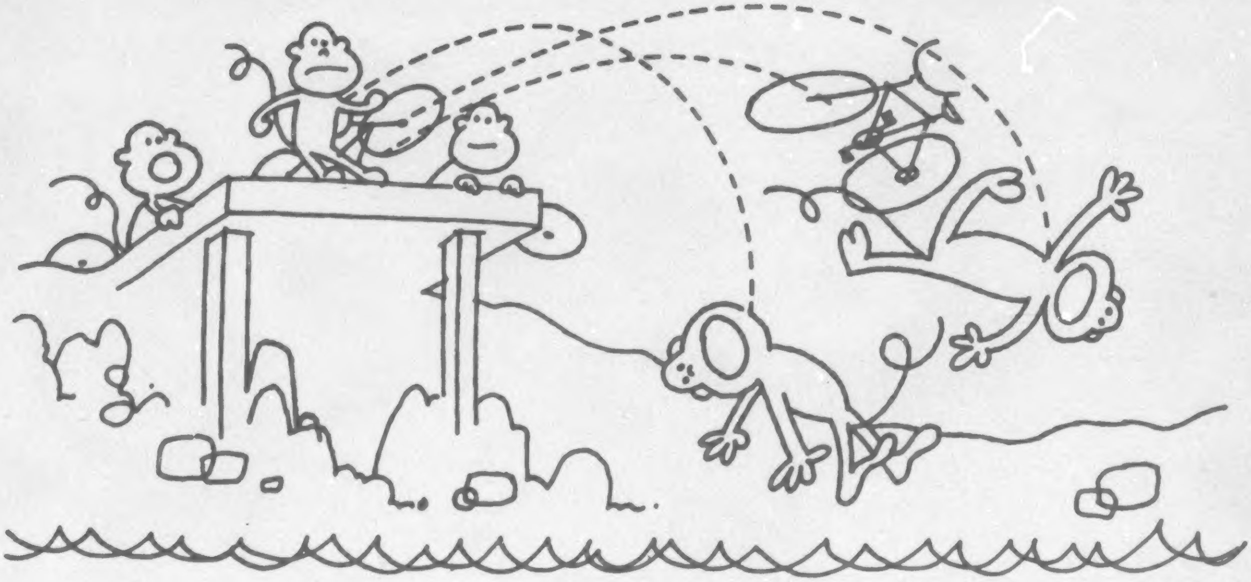
One on a bike
Is a very good rule,
But the monkeys didn't know-
They'd never been to school.

So they climbed on the bikes,
Rode away from that place
Down a hill so steep
That they started to race.

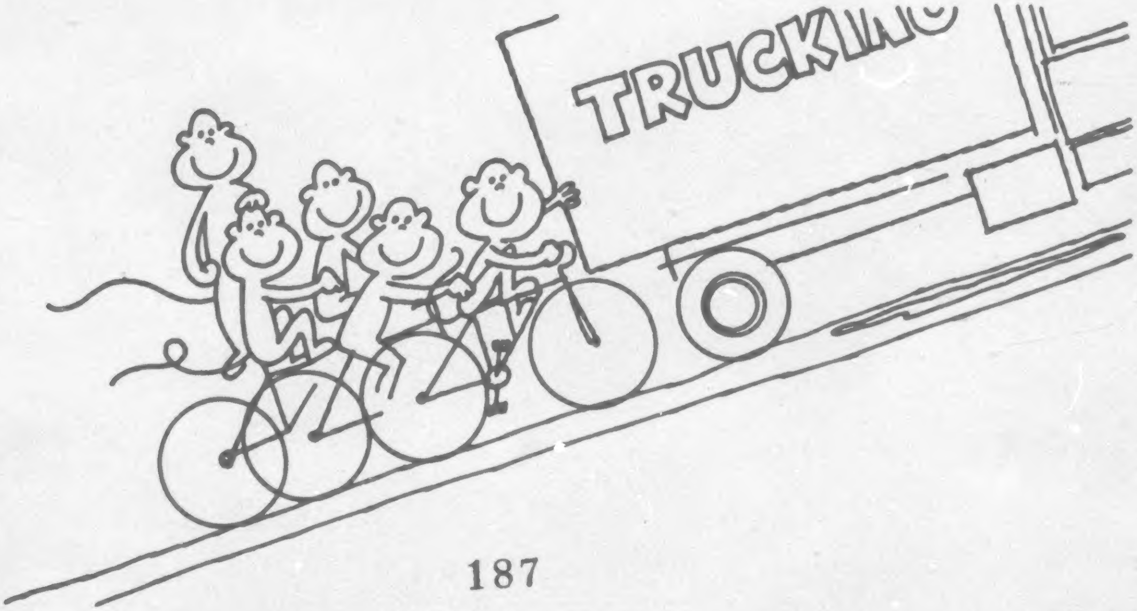
Fast went the bikes-
The road wasn't straight,
Around a blind corner
A surprise lay in wait.

River crossing! No bridge!
And the water was deep,
The monkeys tried to stop
But the hill was too steep.

Two monkeys on a bike
Went in with a crash,
Down went the bike.
The monkeys went splash!



Picture 4



Picture 5

So back to the shore
They swam—those two
And now for five monkeys
Three bikes had to do.

With three on a bike
They went very slow.
Up a steep climb
Those bikes had to go.

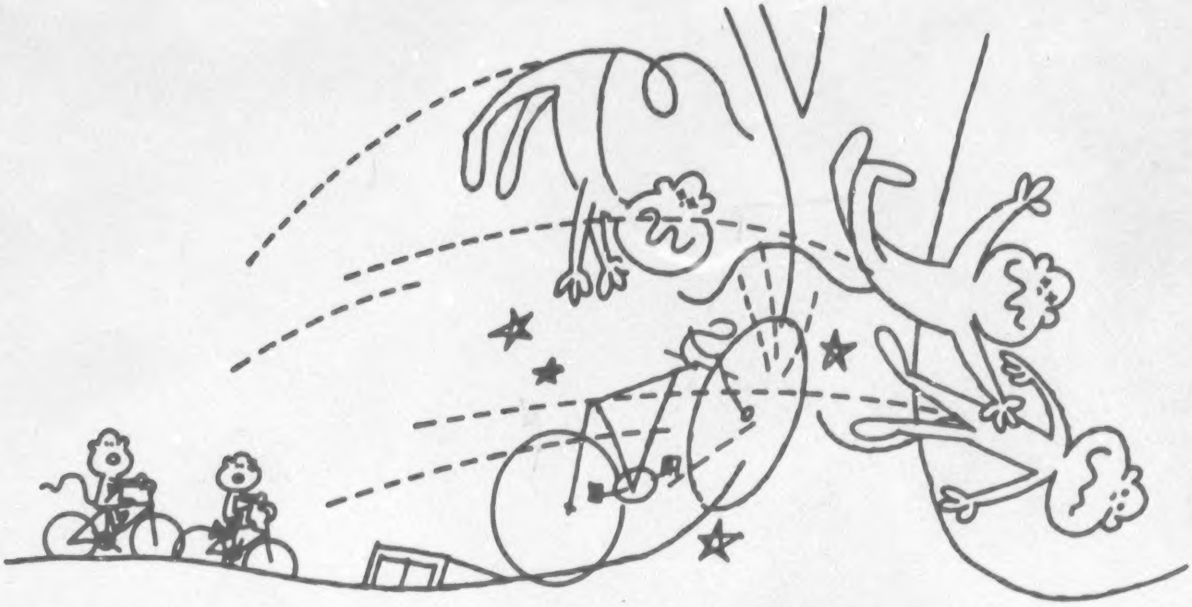
On a big truck
They hitched a ride,
They laughed and laughed
As they held onto the side

When a puddle of mud
The truck went through,
The monkeys had a shower
Of mud and water, too.

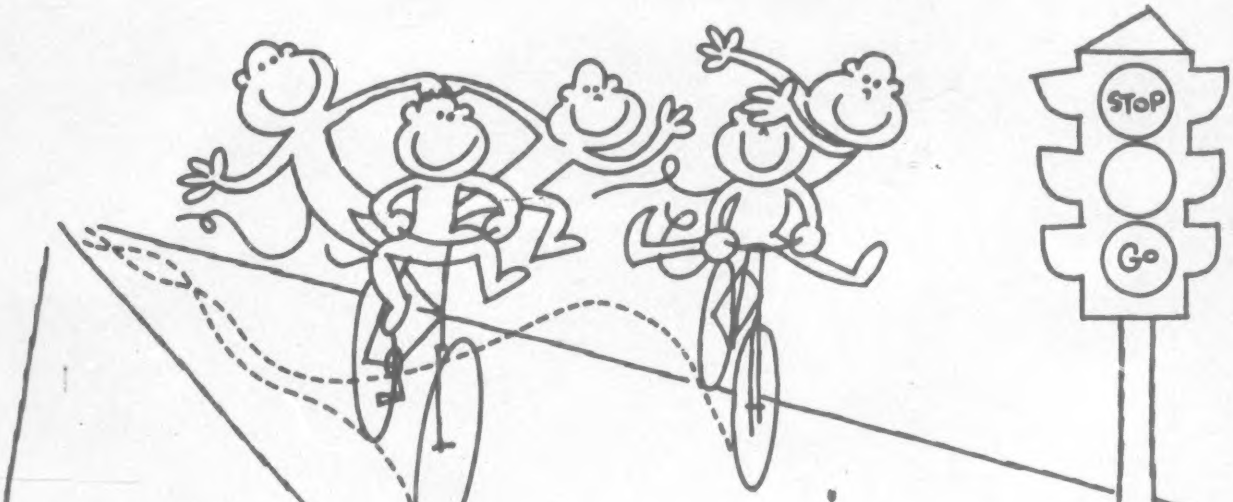
Their heads were all covered,
Mud dripped from their feet,
A funnier sight
You never did meet

They had to let go
For now they couldn't see,
Three monkeys on a bike
Crashed into a tree

The tree stood straight
The bike wrapped around,
Like a pretty blue ribbon
Close to the ground.



Picture 6



Picture 7

With bruises and scratches
The monkeys looked sad,
And for five riders now
Only two bikes they had.

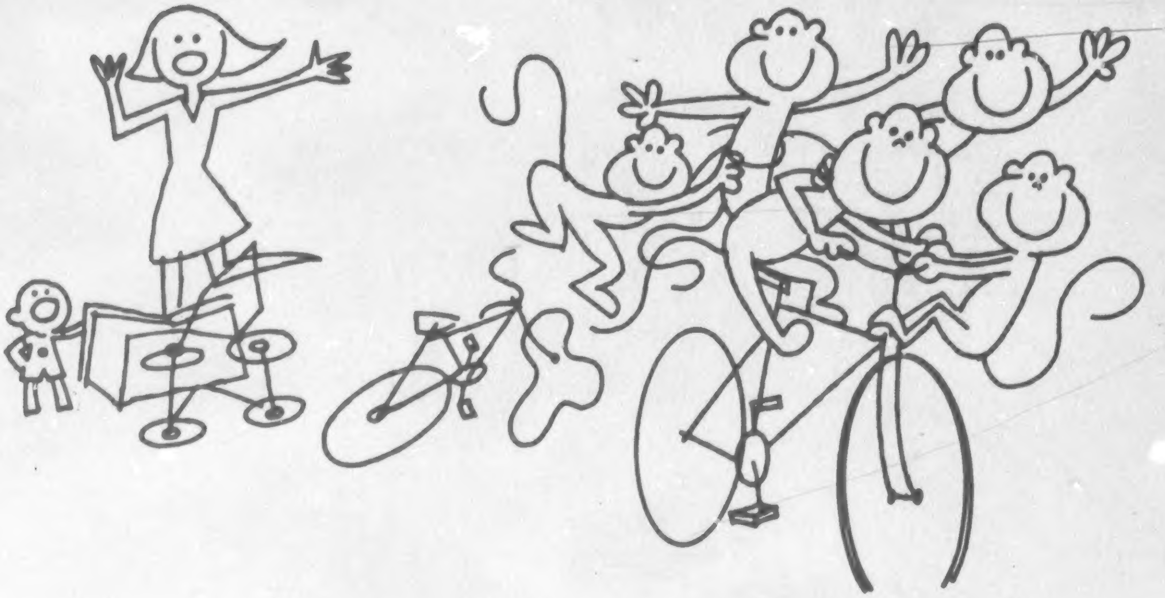
Down the wrong side
The bicycle sped,
They went through lights
Green, yellow, and red.

On the sidewalks they rode,
Over curbs they bumped,
And everyone looked
As old ladies jumped.

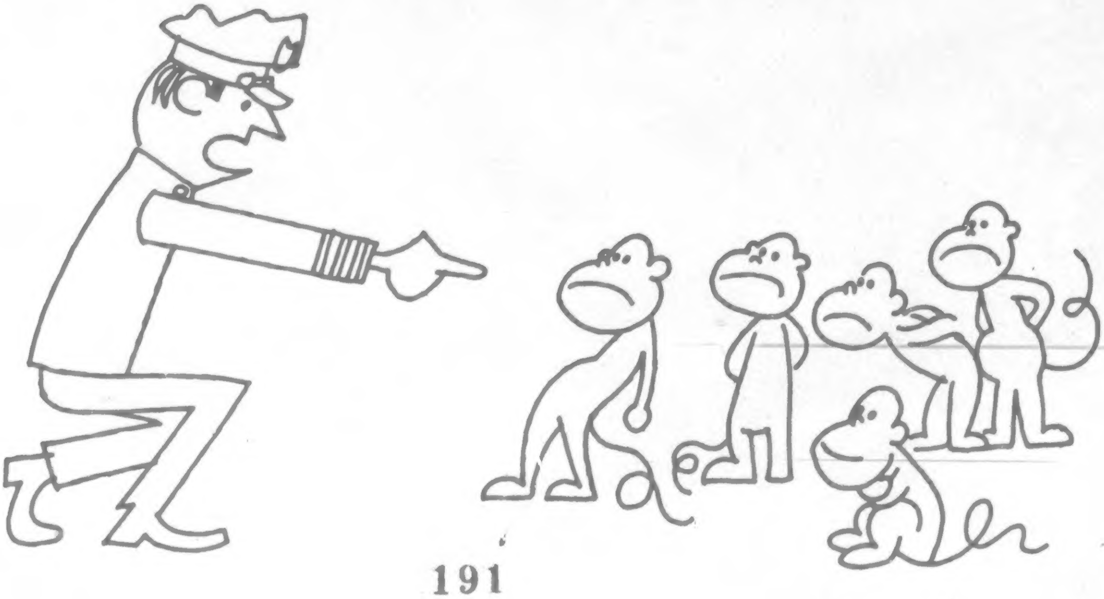
When out of a store
A baby carriage came–
Those didn't see.
They were playing a game.

The carriage went smash!
The baby flew out.
The bike flew to pieces
With monkeys all about

Five on a bike
There really wasn't room
But they all jumped on
And away they went-zoom!



Picture 8



Picture 9

Standing in the street
With his hand held high,
A policeman just stared
As the monkeys rode by.

The policeman shouted
And called, "Stop!"
The monkeys waved back,
And the bike went—plop!

Then the Policeman said,
"We've beek looking for you,
And those five blue bikes
You took from the zoo."

"Don't you know that
When you go out to play,
You mustn't take bicycles
And just ride away?"

So home went the monkeys
Where safely they must stay,
But they'd like to ride bikes,
And go out to play.

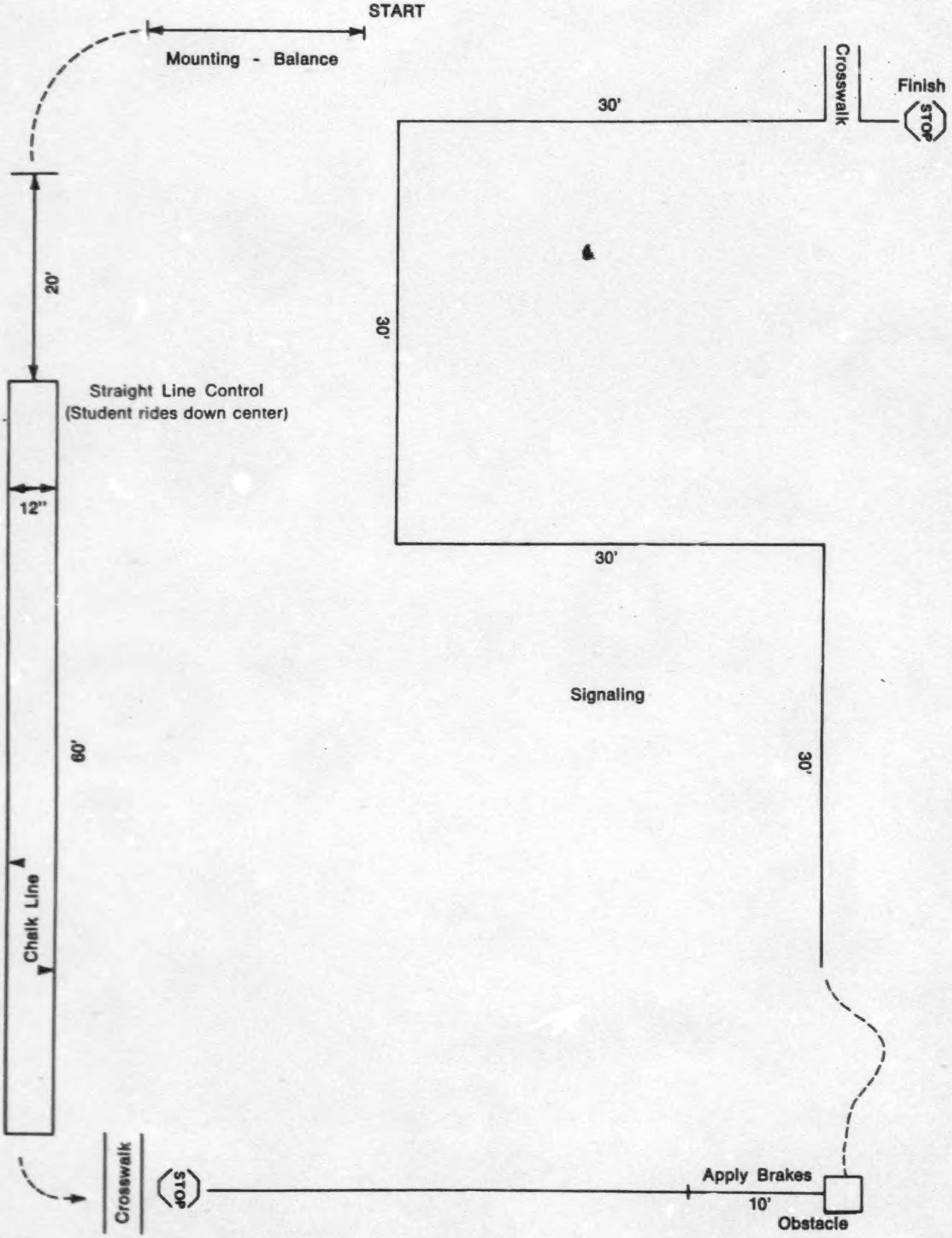
The keeper says "No!"
They must stay in the zoo.
Now if you were the keeper
What would you do?

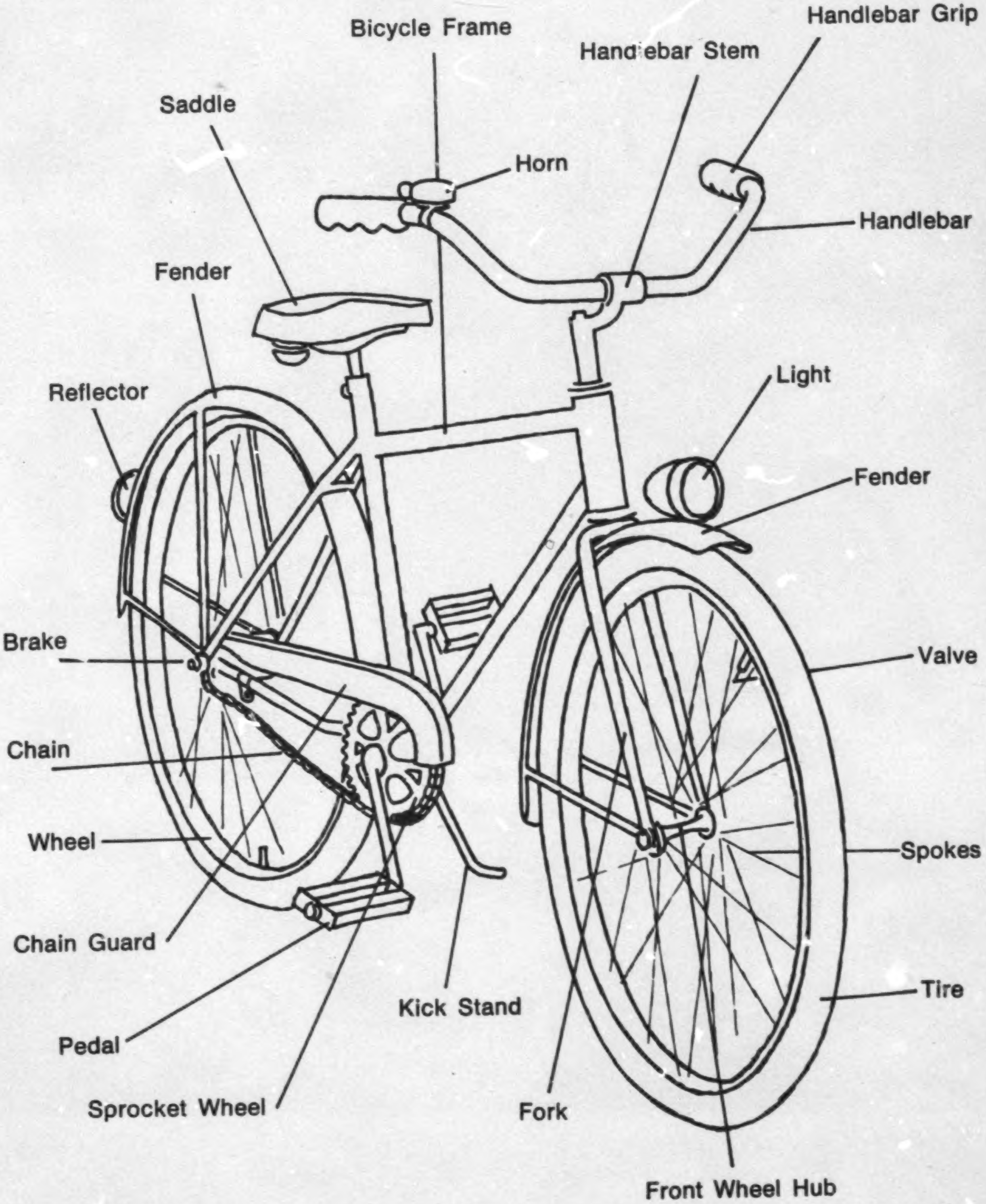
Would you give them all bikes
To ride in their cage?
Could you teach them the rules
Found here on this page?

BICYCLE SAFETY RULES

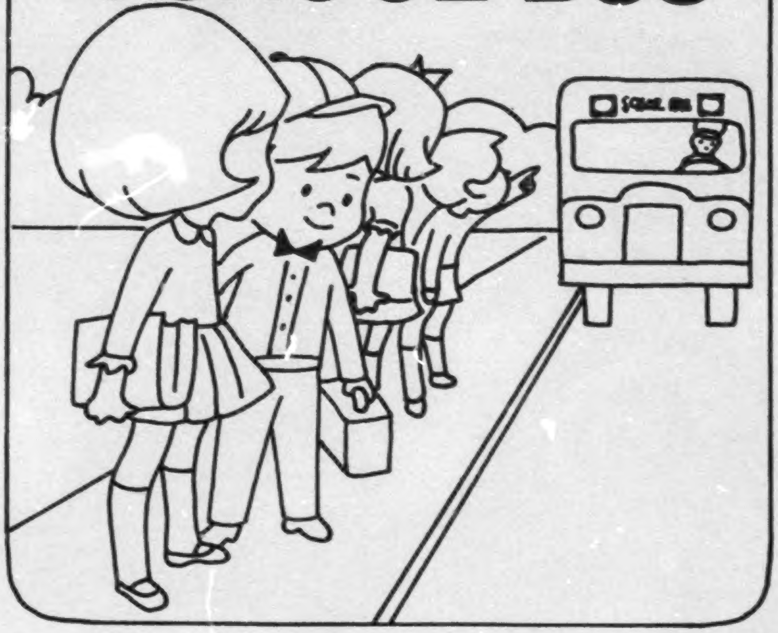
Ride one on a bike.
Keep to the right.
Ride single file.
Keep hand on handlebars.
Obey traffic rules.
Do not hitch rides.
Watch for cars.
Have a light after dark.

Picture 10


START
Mounting - Balance
20'
Straight Line Control
(Student rides down center)
12"
60'
Chalk Line
Crosswalk
STOP
30'
30'
30'
30'
Signaling
Crosswalk
Finish
STOP
Apply Brakes
10'
Obstacle

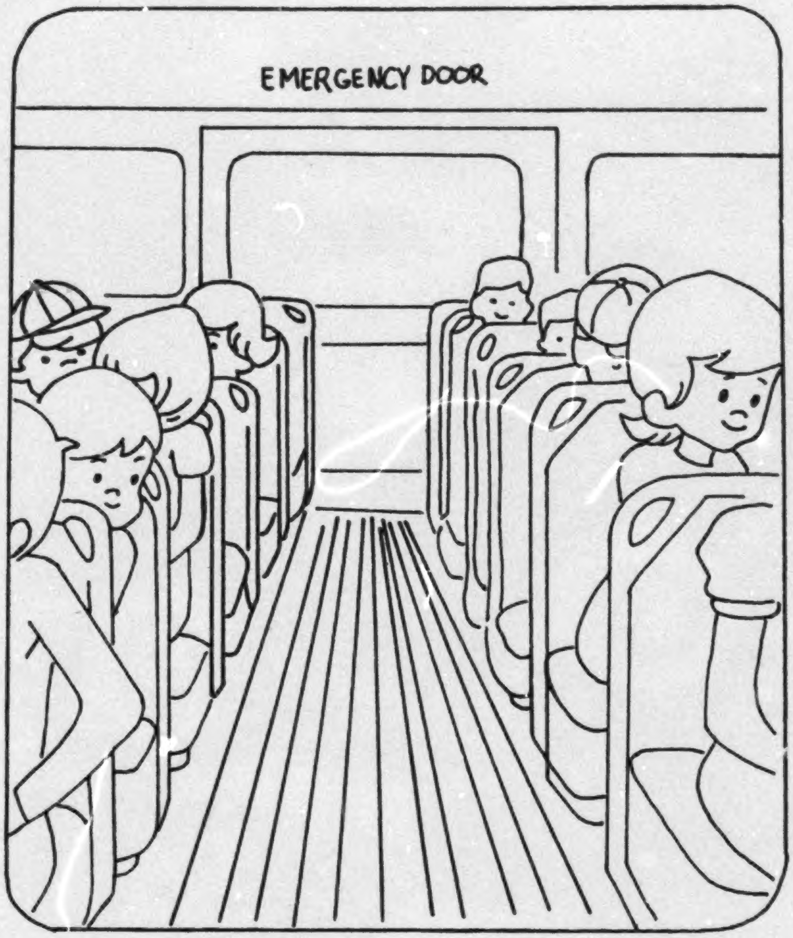

Bicycle Frame
Handlebar Stem
Handlebar Grip
Saddle
Horn
Handlebar
Fender
Reflector
Light
Fender
Brake
Valve
Chain
Wheel
Spokes
Chain Guard
Kick Stand
Tire
Pedal
Sprocket Wheel
Fork
Front Wheel Hub

HERE'S HOW WE RIDE THE SCHOOL BUS



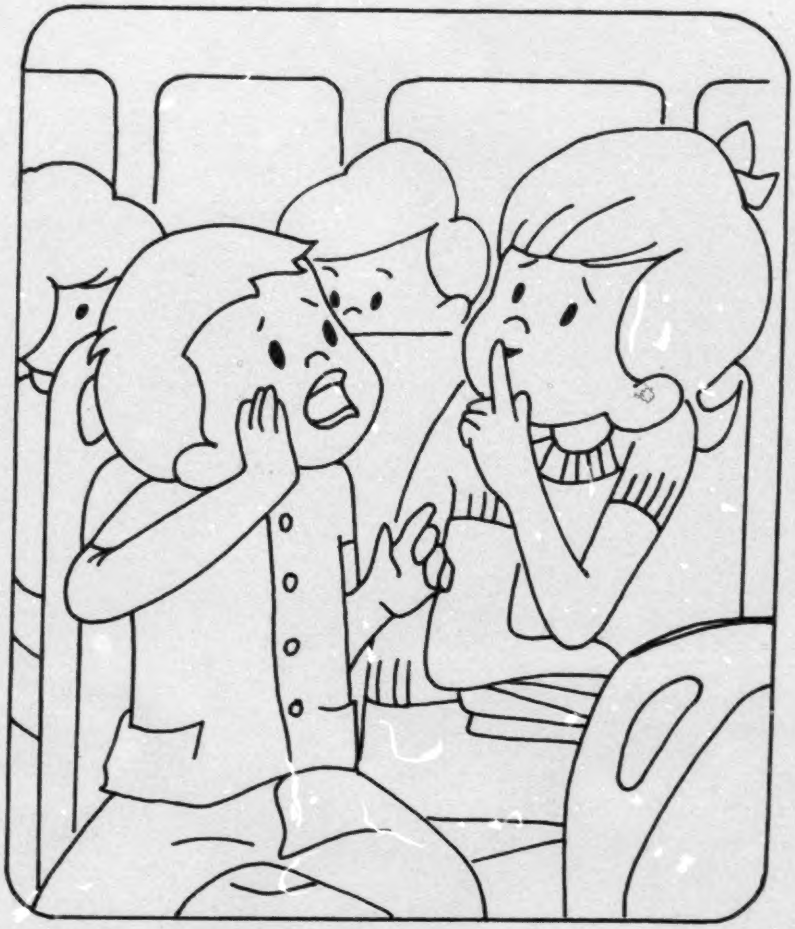
We get to the school bus stop on time. We wait on the sidewalk or shoulder.

We get on the bus in single file without crowding and pushing.
We always hold on to the handrail.



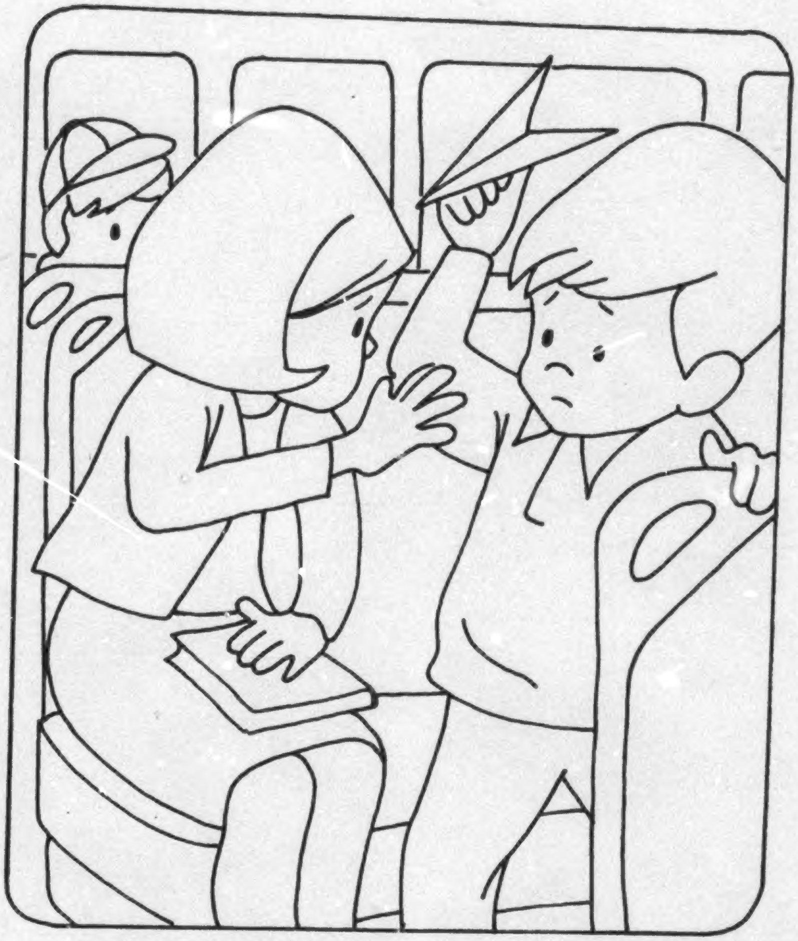
We keep the aisle clear of feet, books, lunch boxes, and musical instruments.

We sit down right away and remain seated while the bus is in motion.

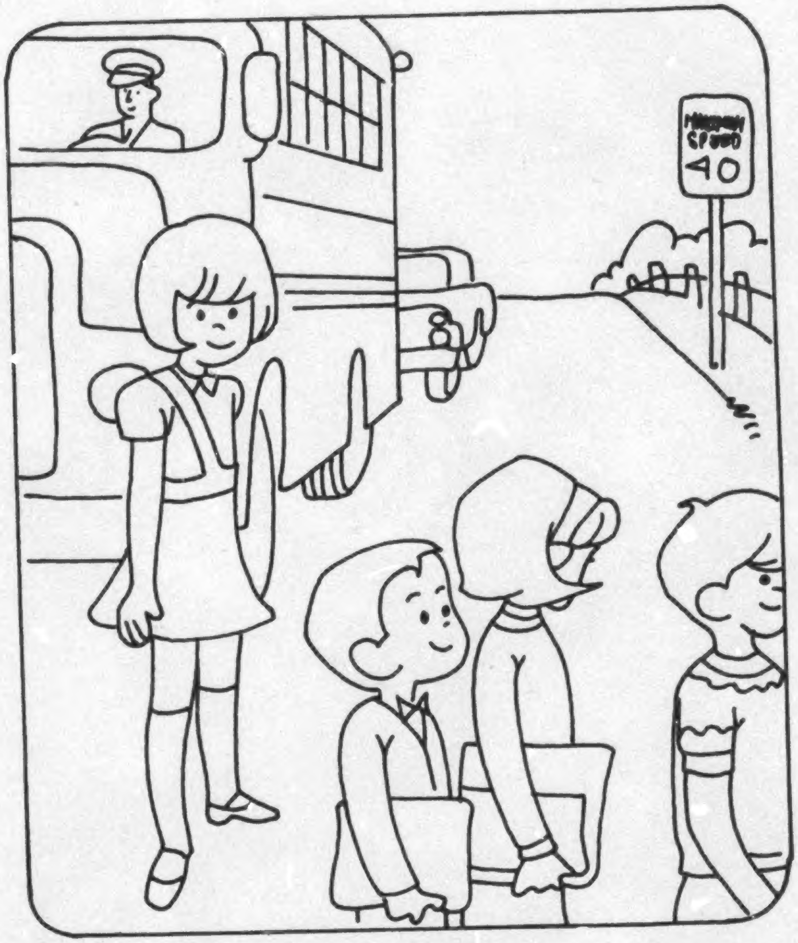


We are quiet all the time so the bus driver can hear the horns of cars and trucks. We are especially quiet at railway crossings.

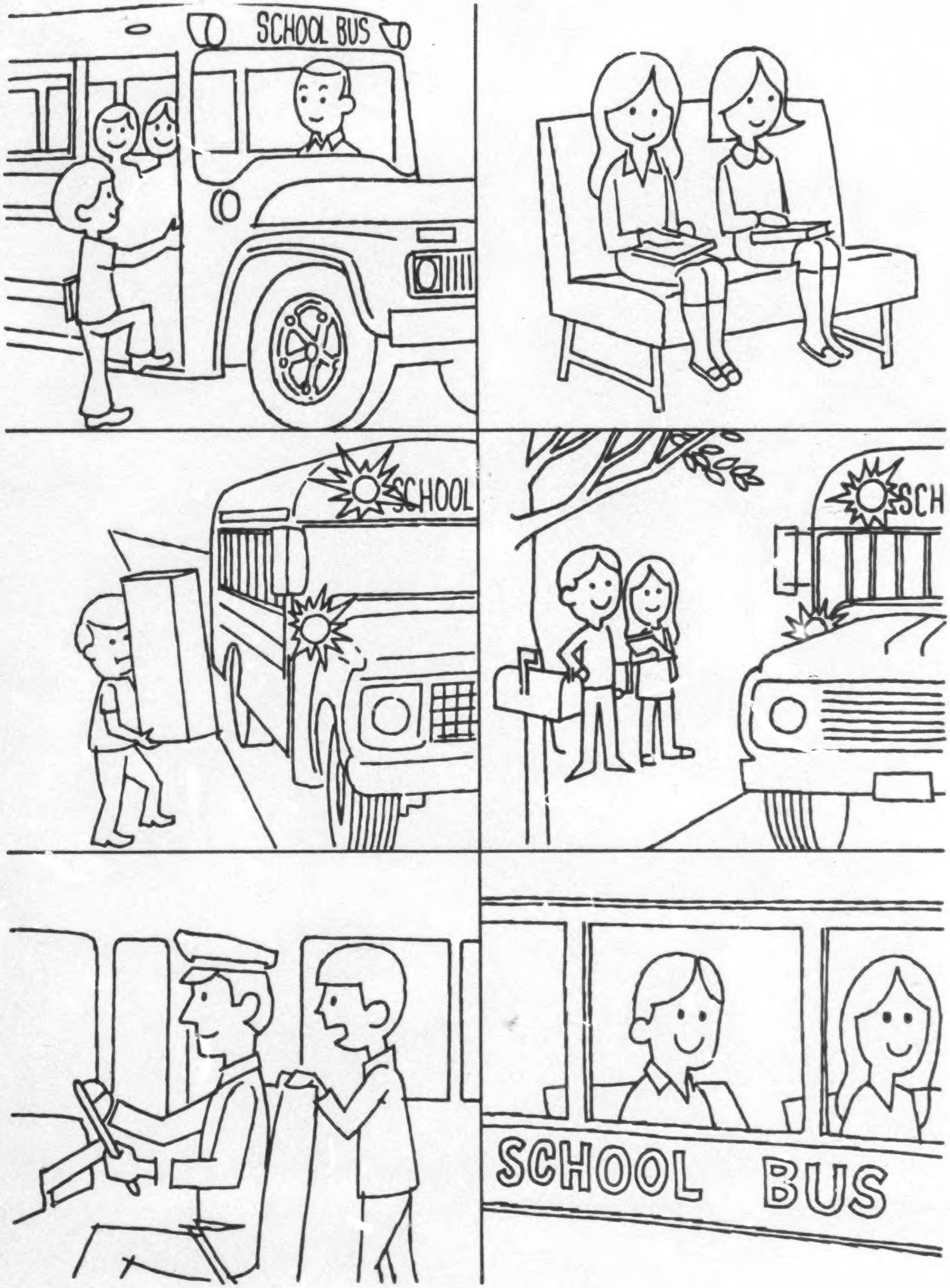
We always ask the bus driver's permission before we open a window.
We never put our heads or arms out of the window.

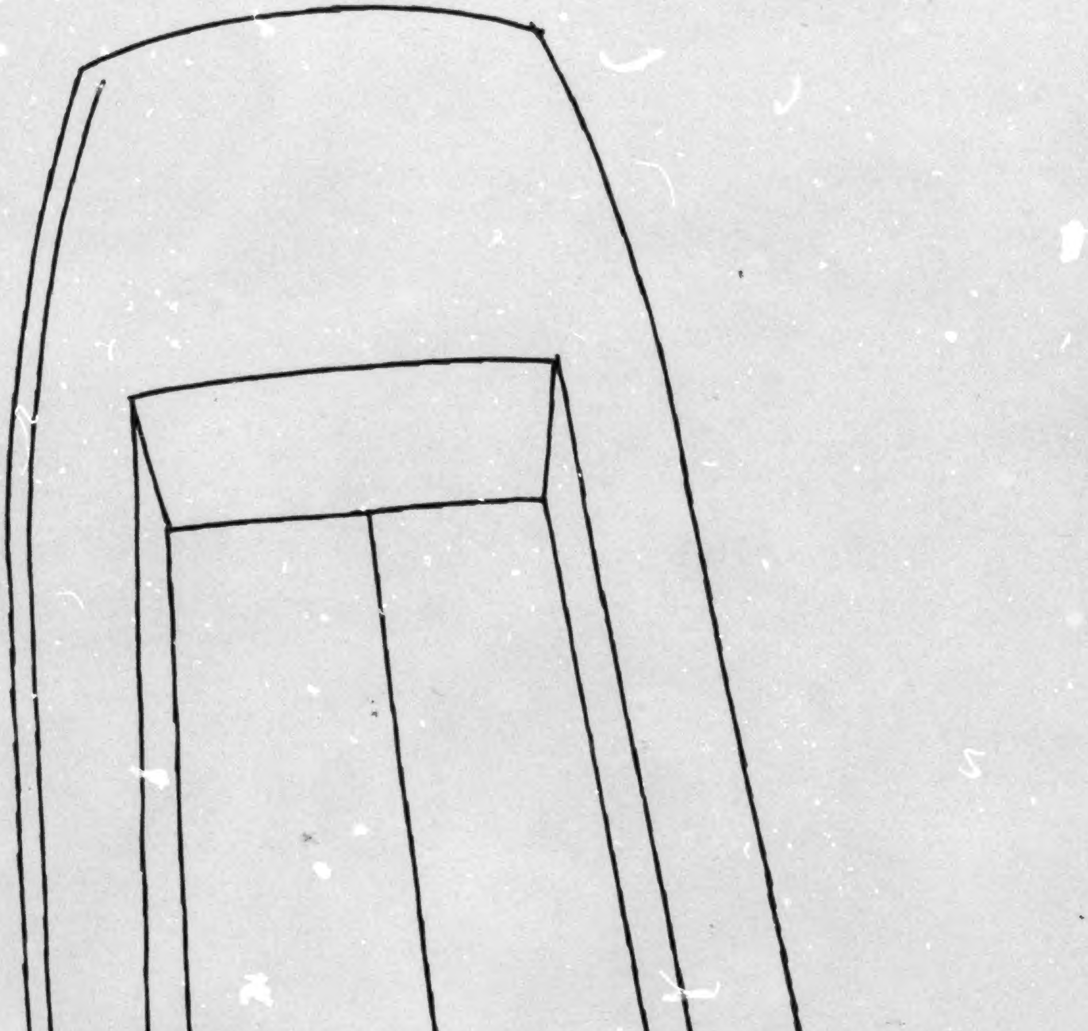


We never throw things in the bus or out of the bus window.

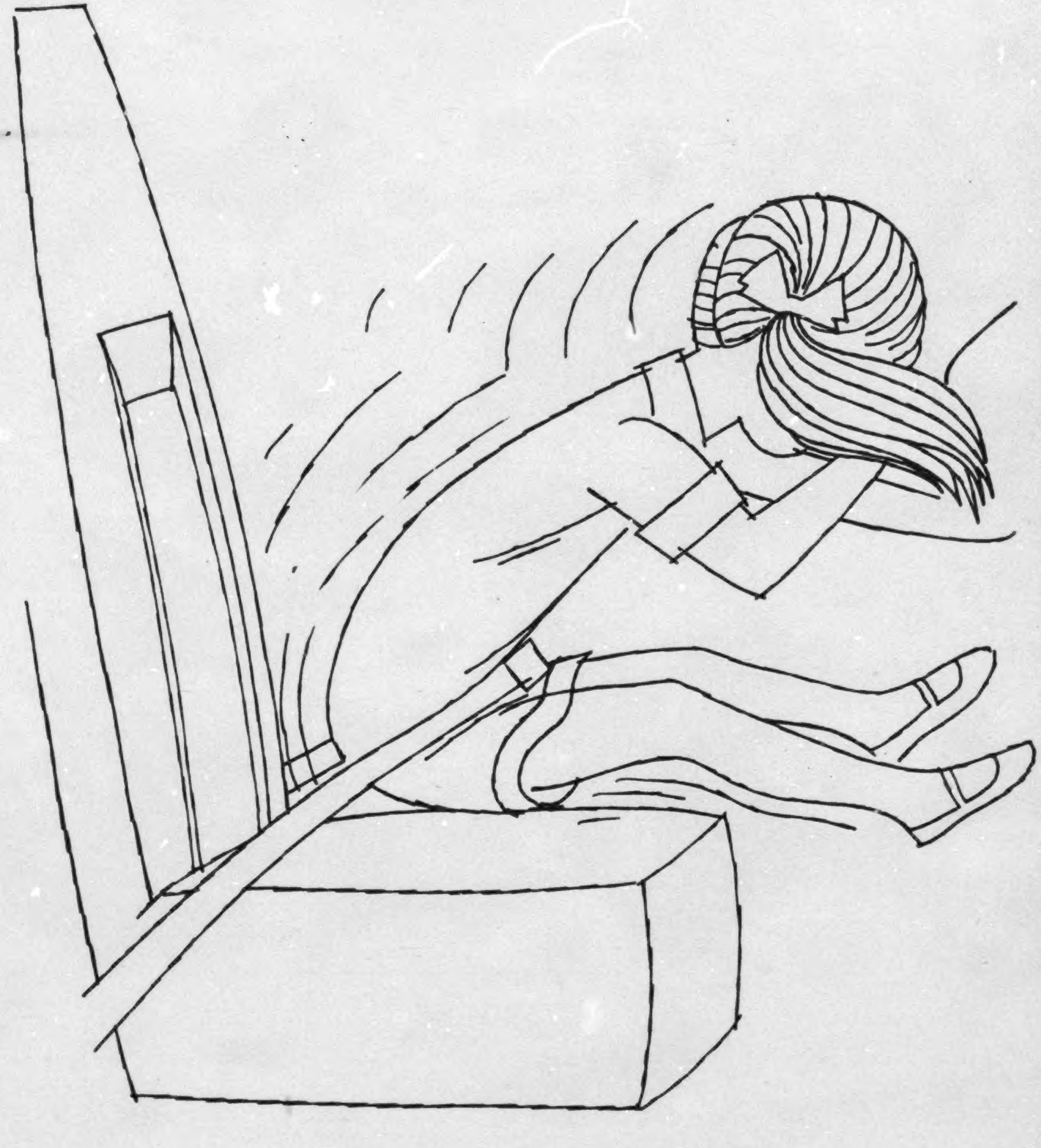


We are very careful when we leave the bus. We look both ways before we cross the road. If there are school bus safety patrols, we obey them.


SCHOOL BUS
SCHOOL
SCH
SCHOOL BUS

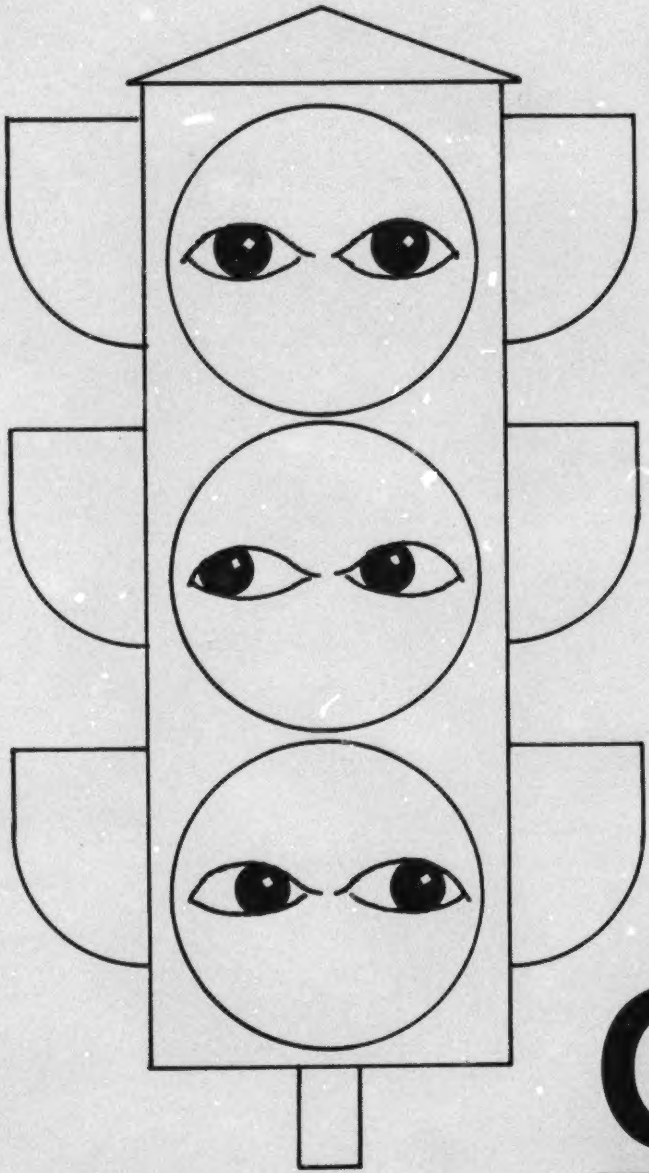


Pull It Snug



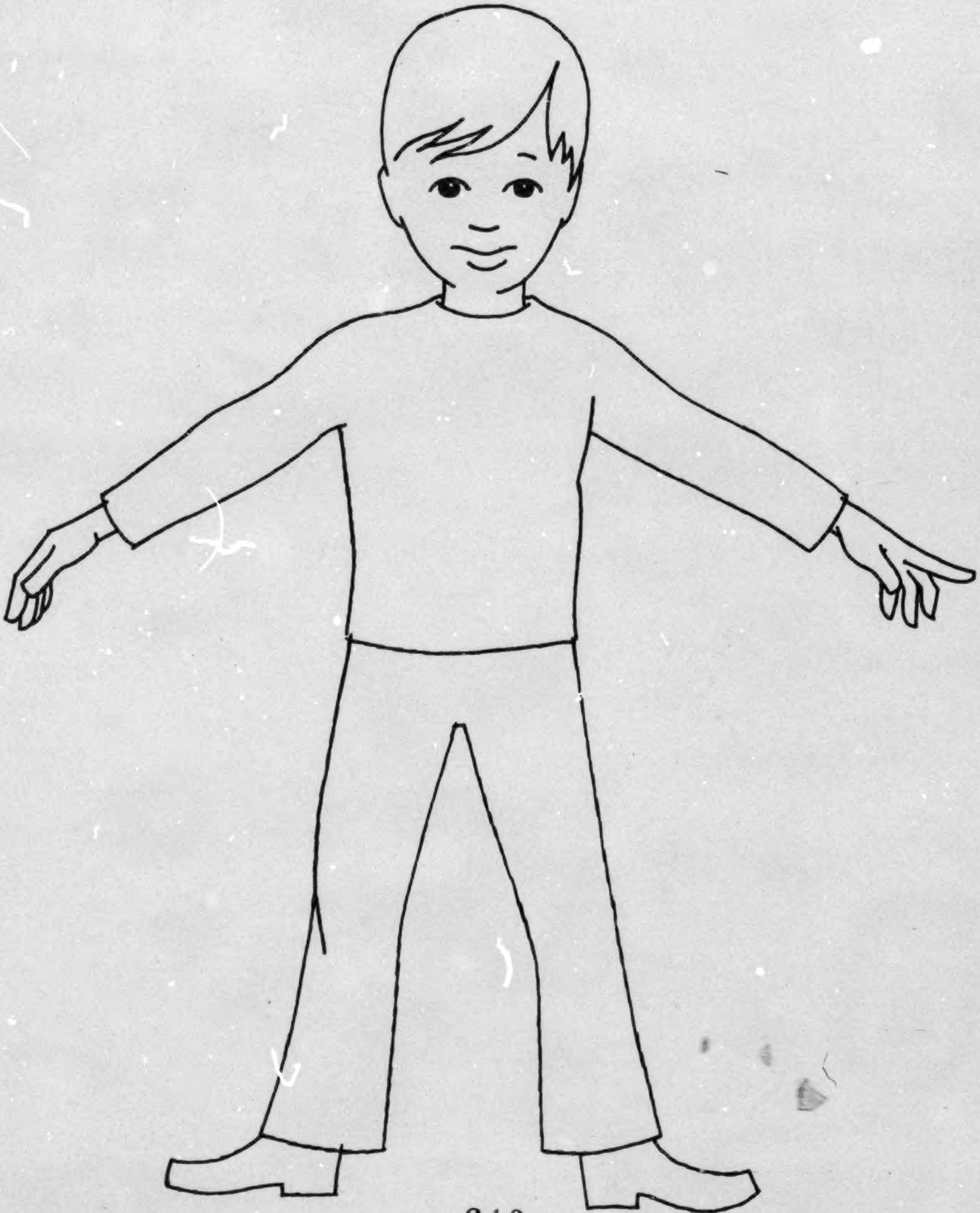
Color Me Careful

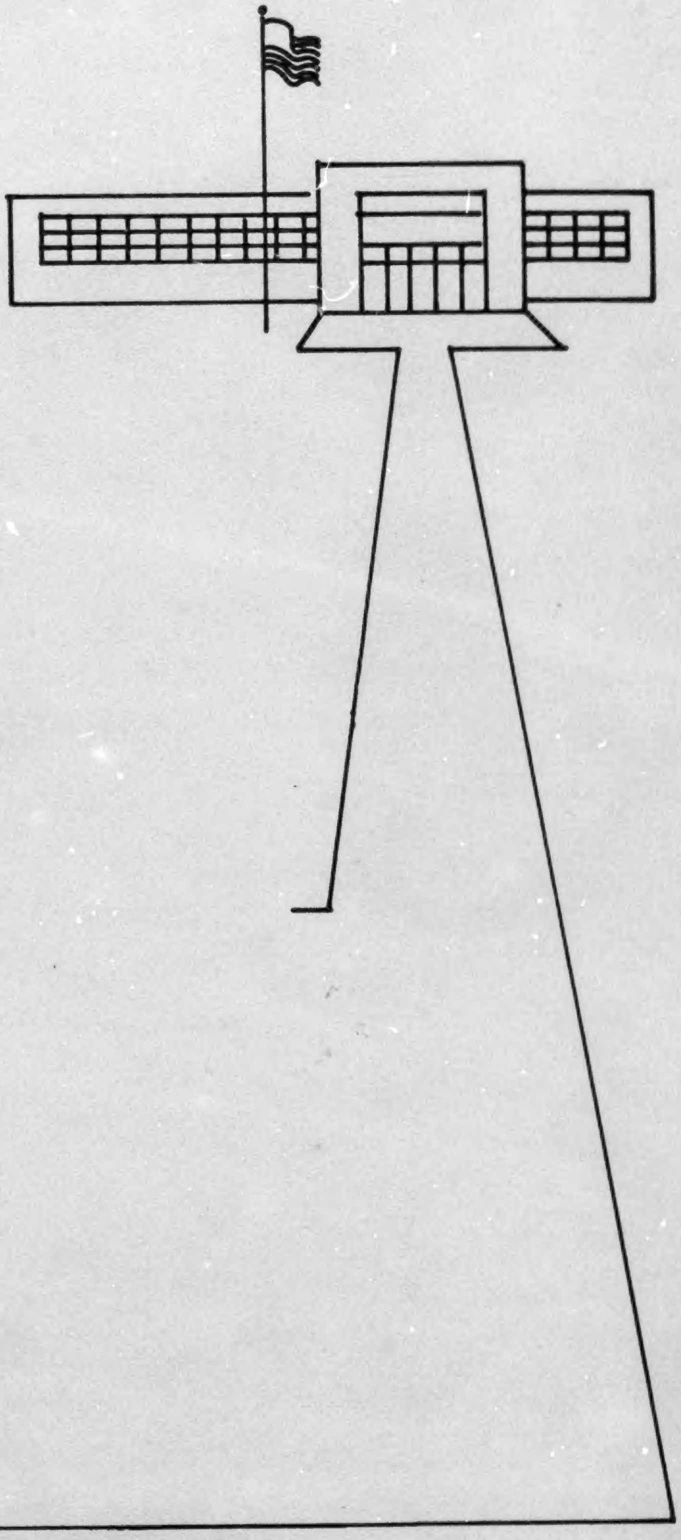
Your Eyes Are Your Best Traffic Lights



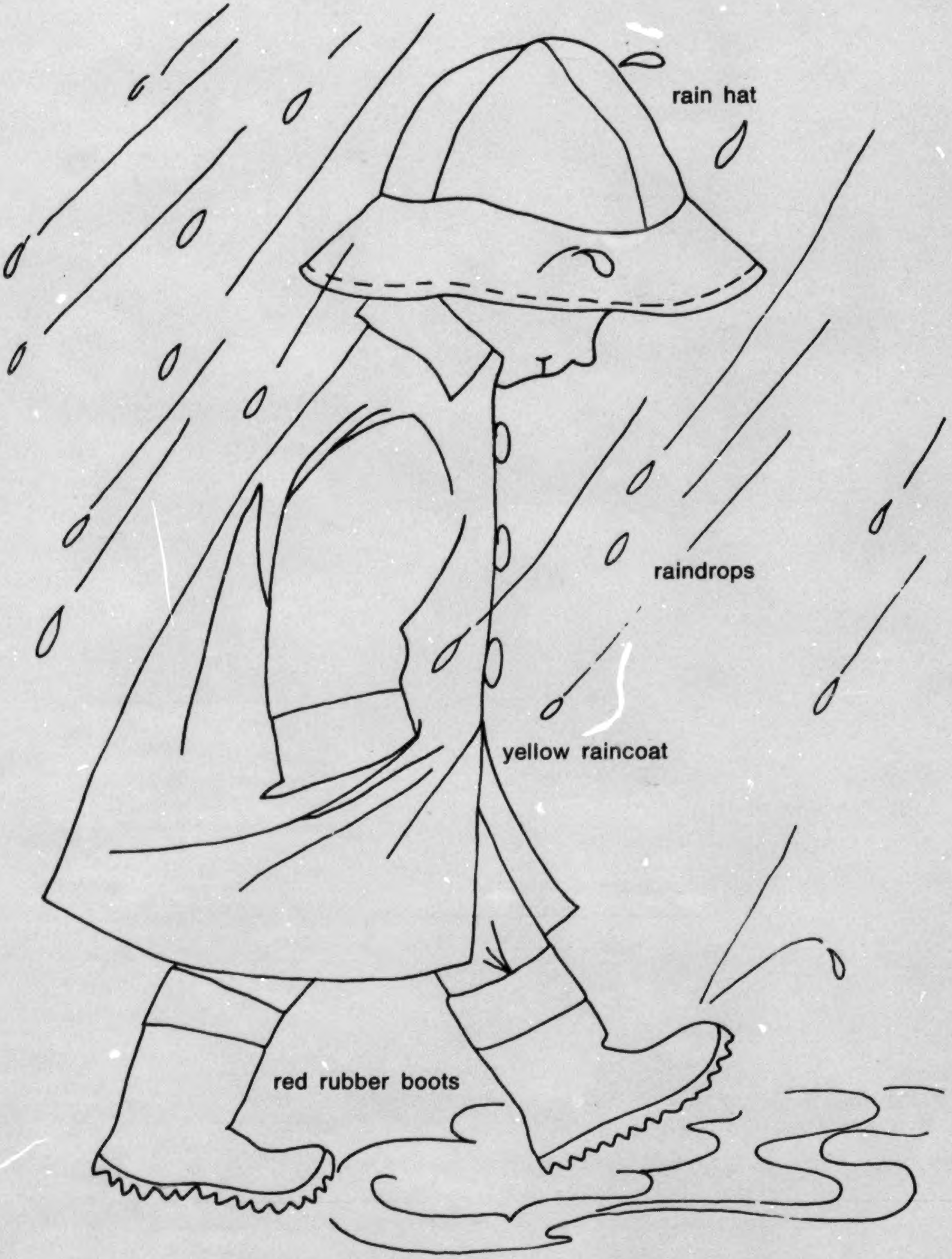
OBEY THEM!

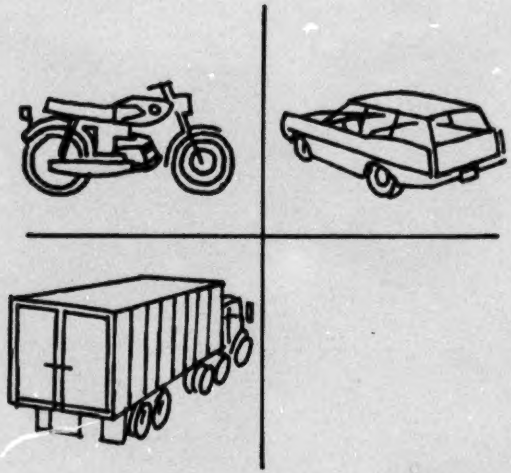
What is the patrol boy missing? Draw it.

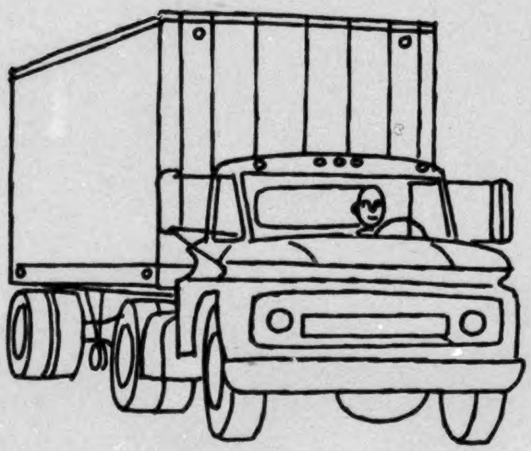


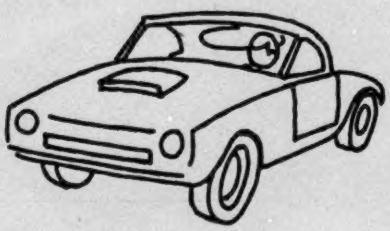


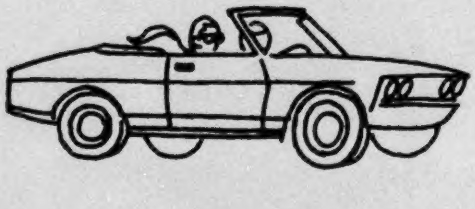
Draw a picture of yourself and a friend walking to school.
The children you draw should be walking on the line.

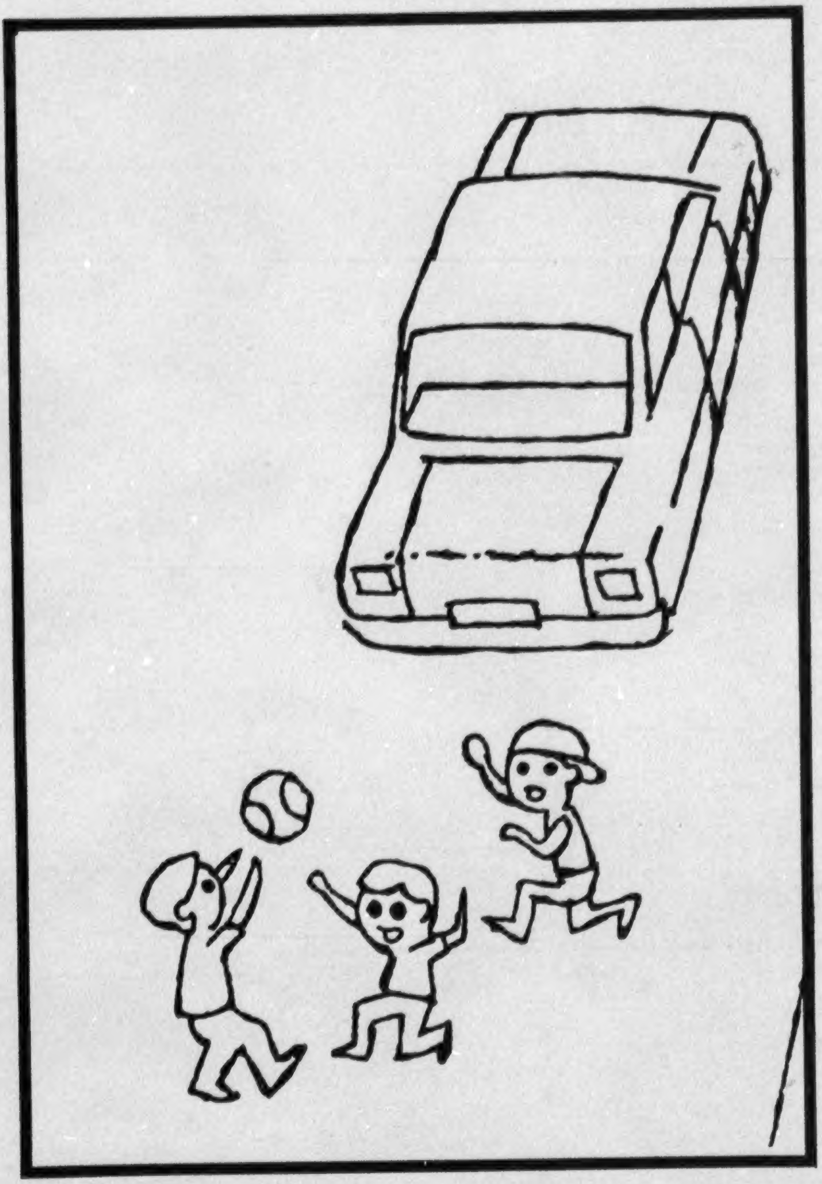

rain hat
raindrops
yellow raincoat
red rubber boots

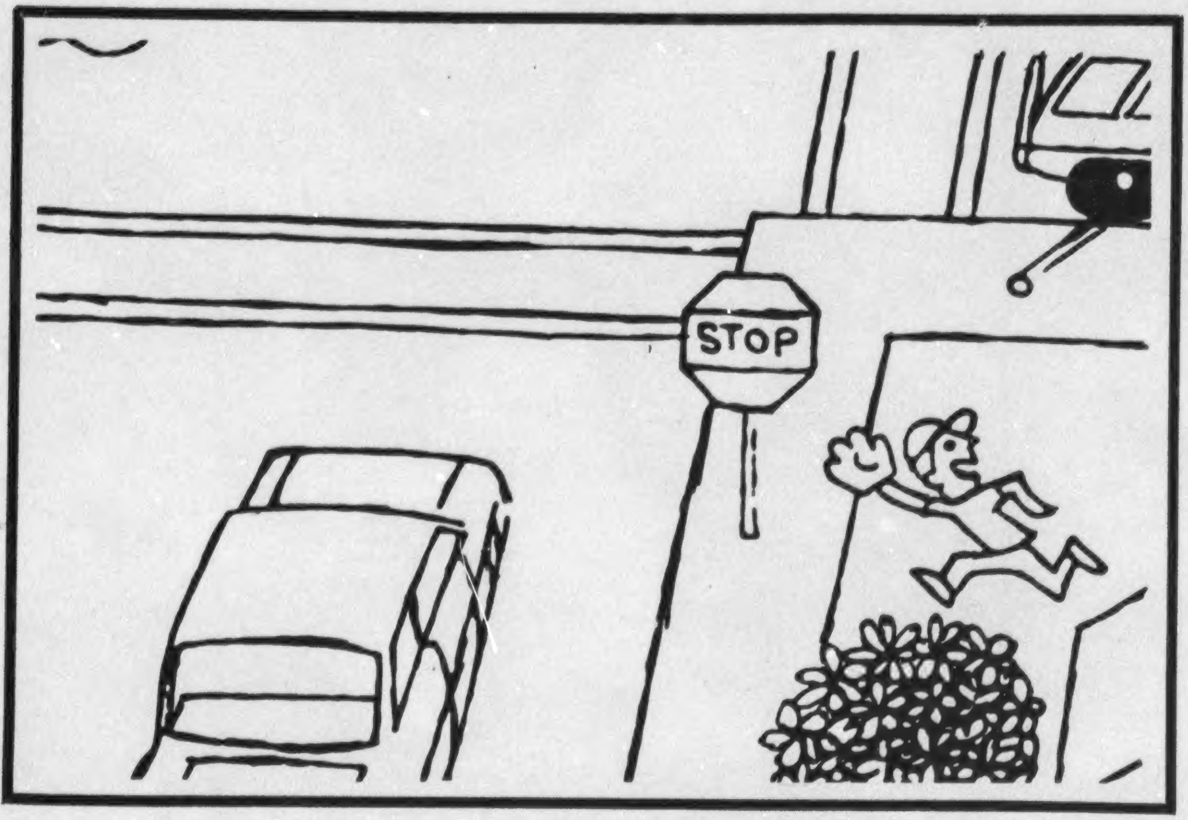


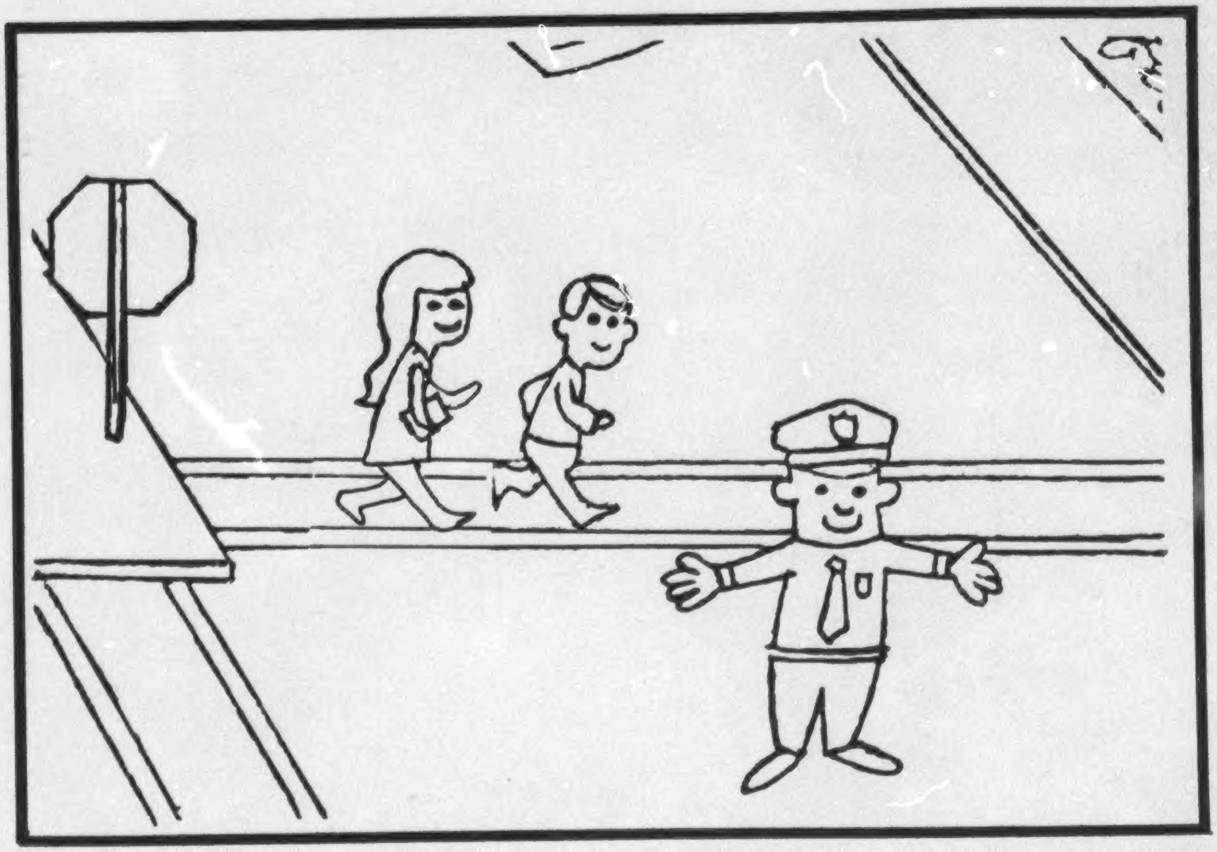


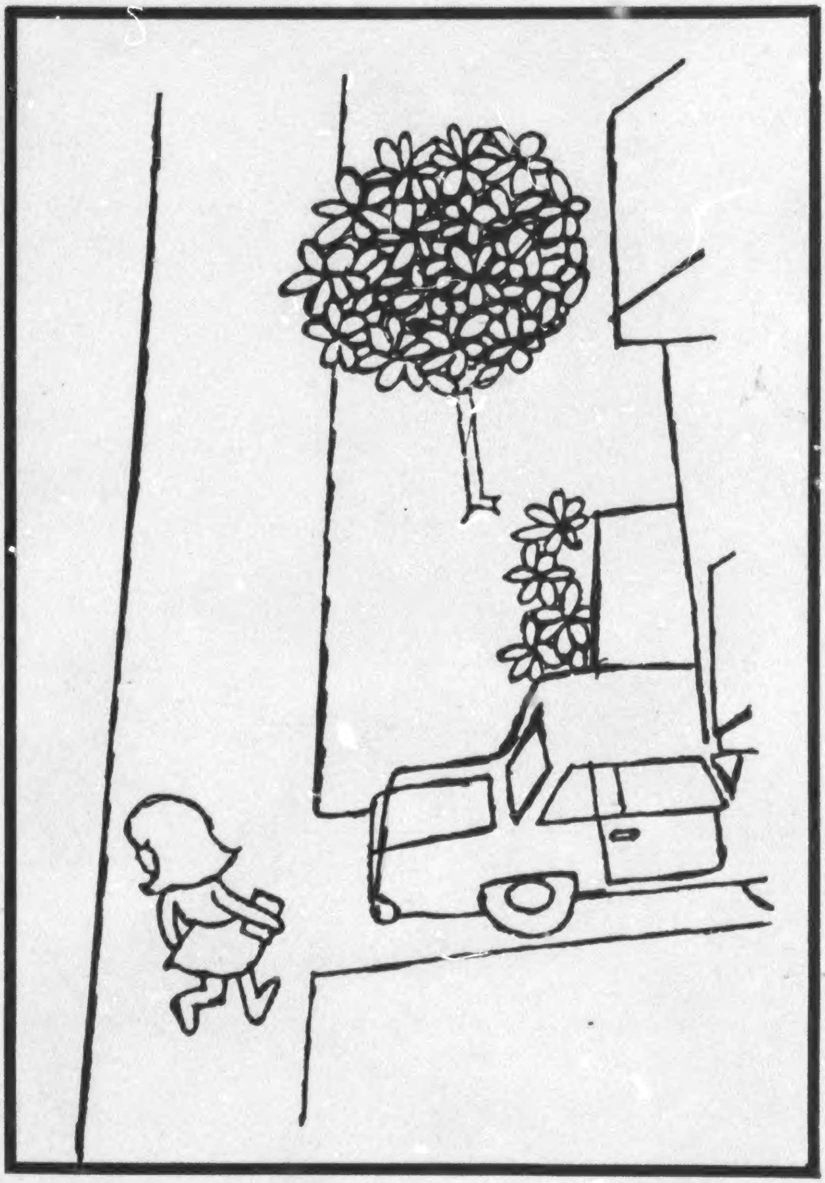


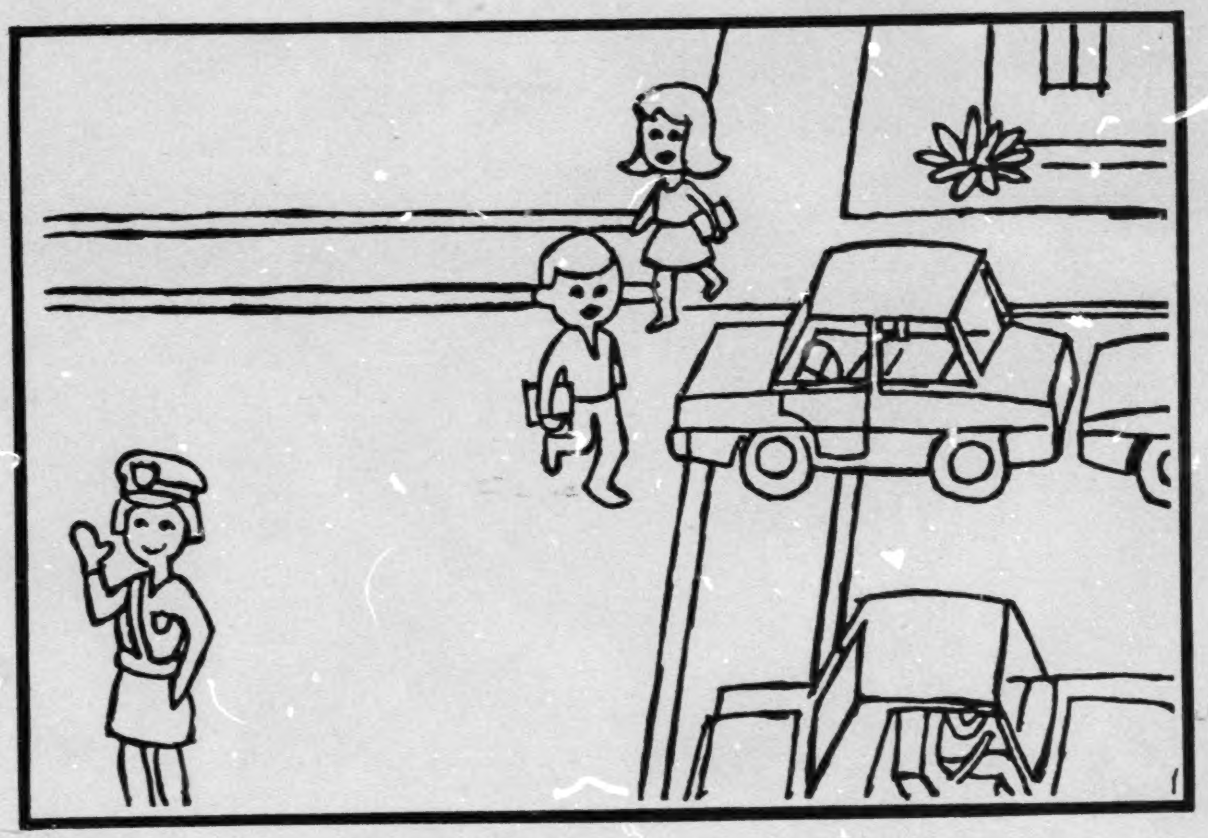


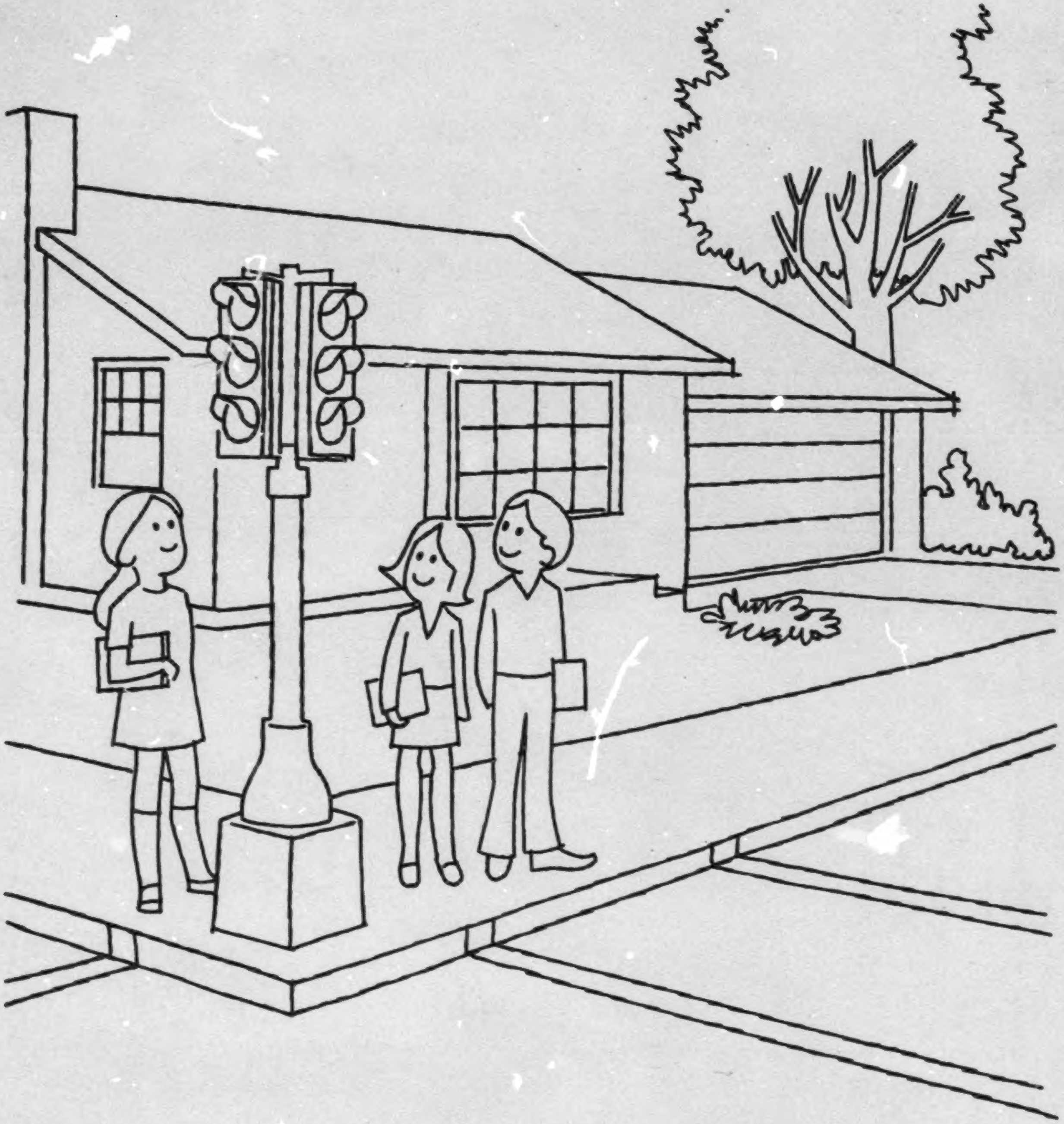


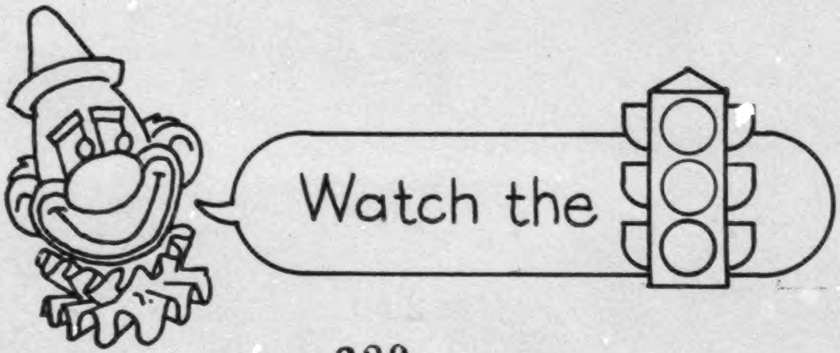

STOP



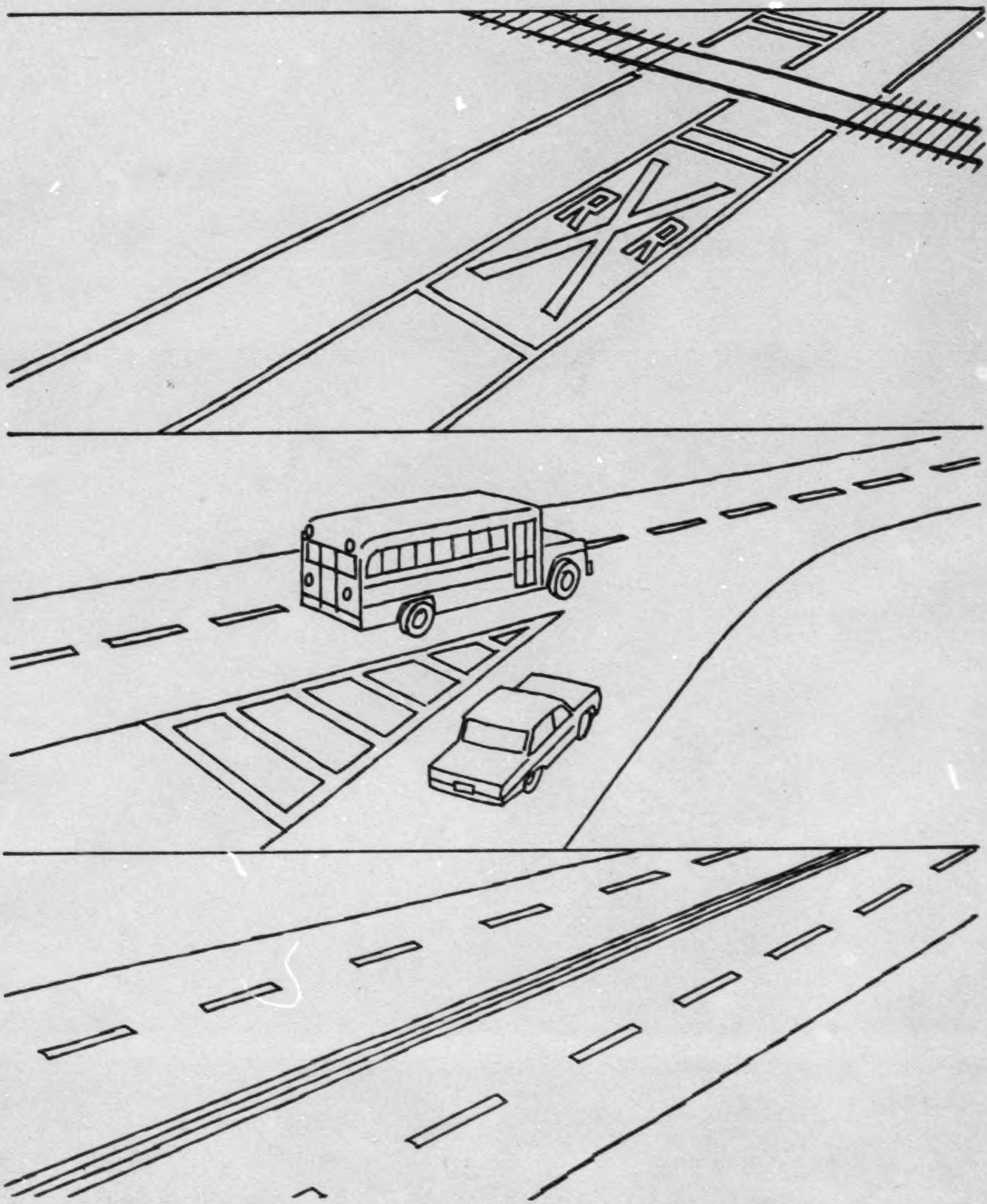






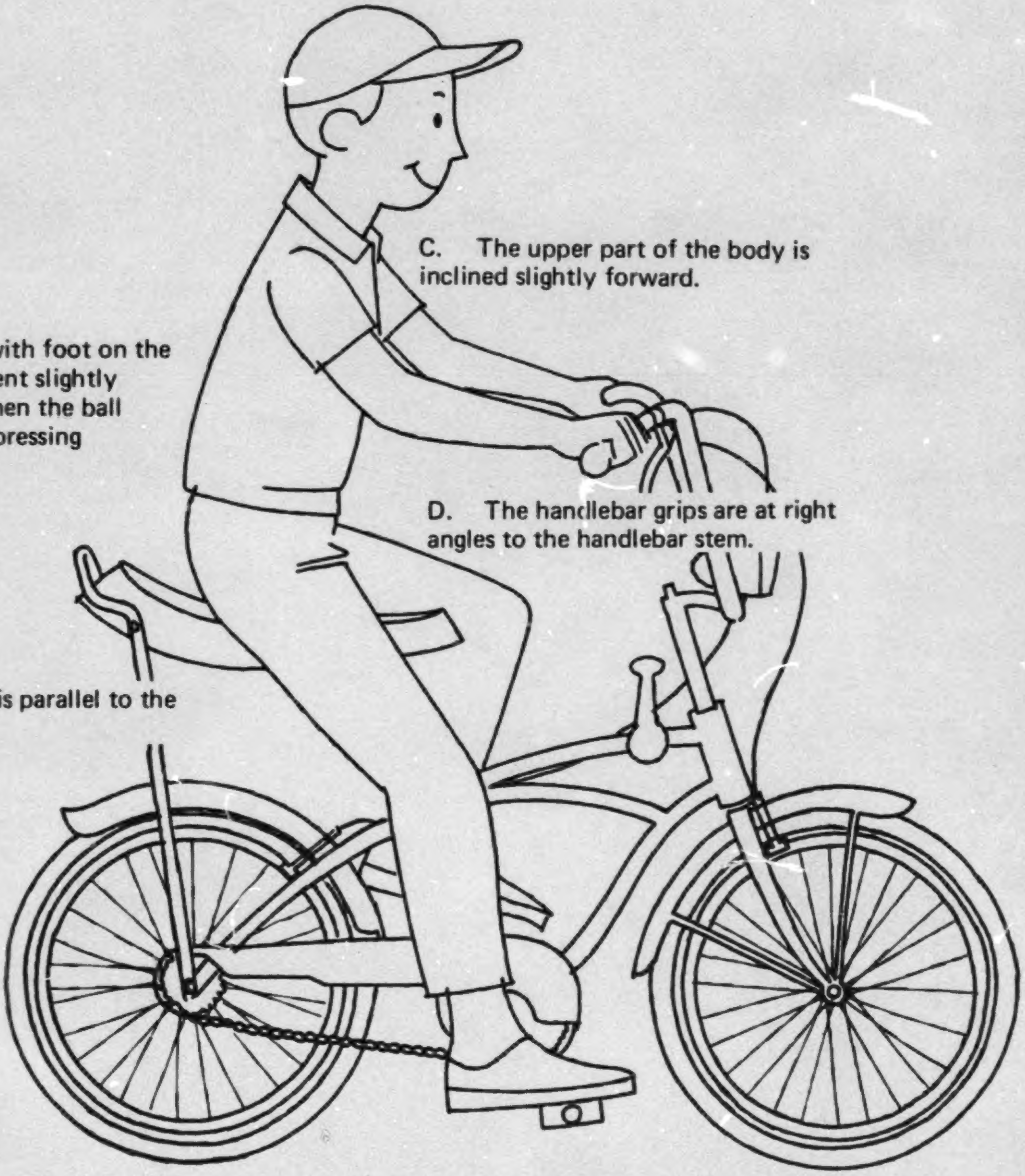

Watch the 🚦

Which side is the safest to ride on? Which is the easiest to cross?



PROPER SIZE

When the rider sits on the saddle with the ball of one foot on the low pedal and grasps the handlebars as though riding, the following should be noted:



C. The upper part of the body is inclined slightly forward.

A. The leg with foot on the low pedal is bent slightly at the knee when the ball of the foot is pressing on the pedal.

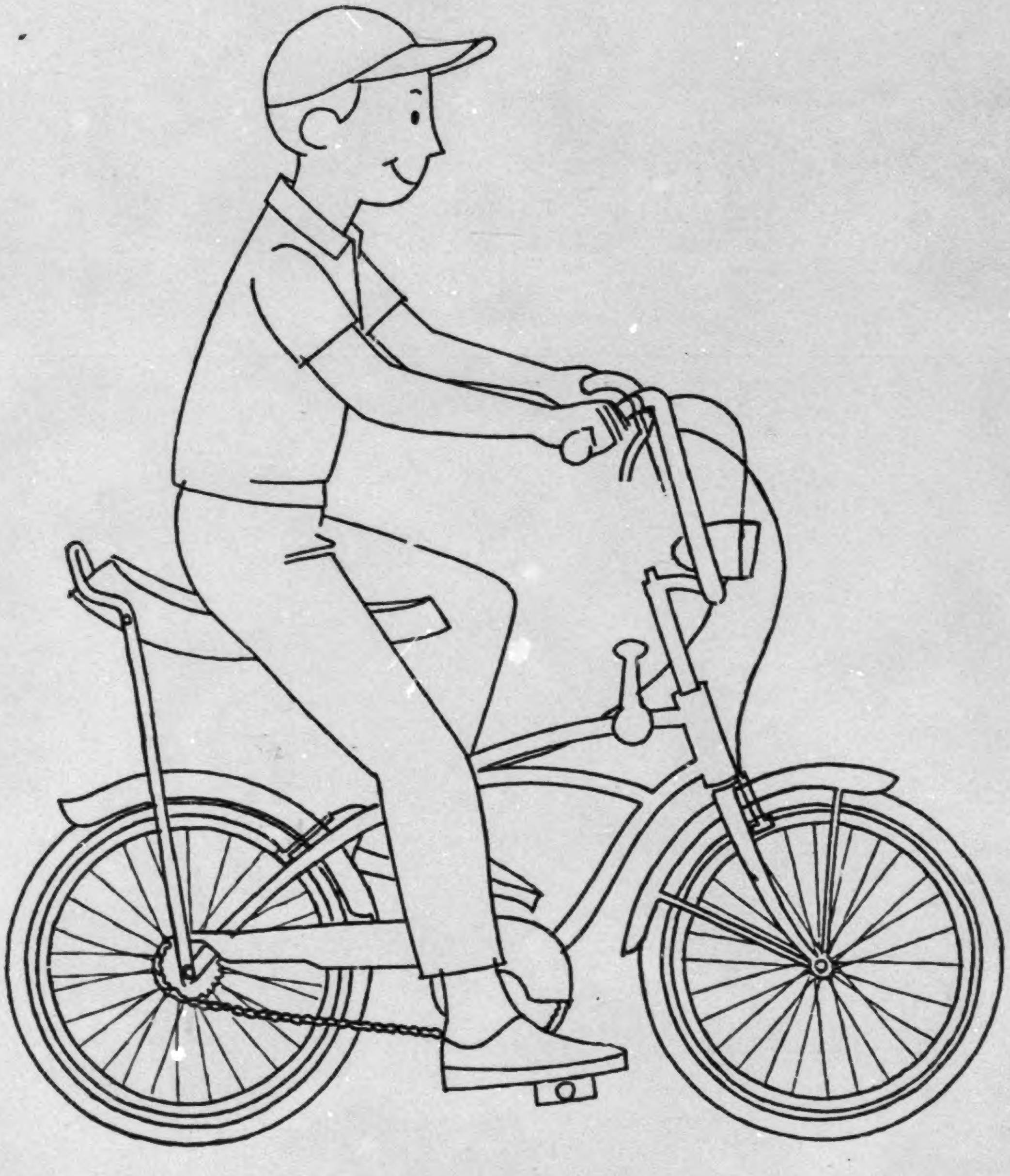
D. The handlebar grips are at right angles to the handlebar stem.

B. The seat is parallel to the ground.

Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?

PROPER SIZE
List and label the features of a good bicycle fit.
Color the work sheet.



Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?

WORK SHEET (EXAMPLE)

1. What thing do all these people do that is the same?

   a. Stop

   b. Go places

   c. Turn

   d. Slow

   e. Maintain speed

   f. Back up

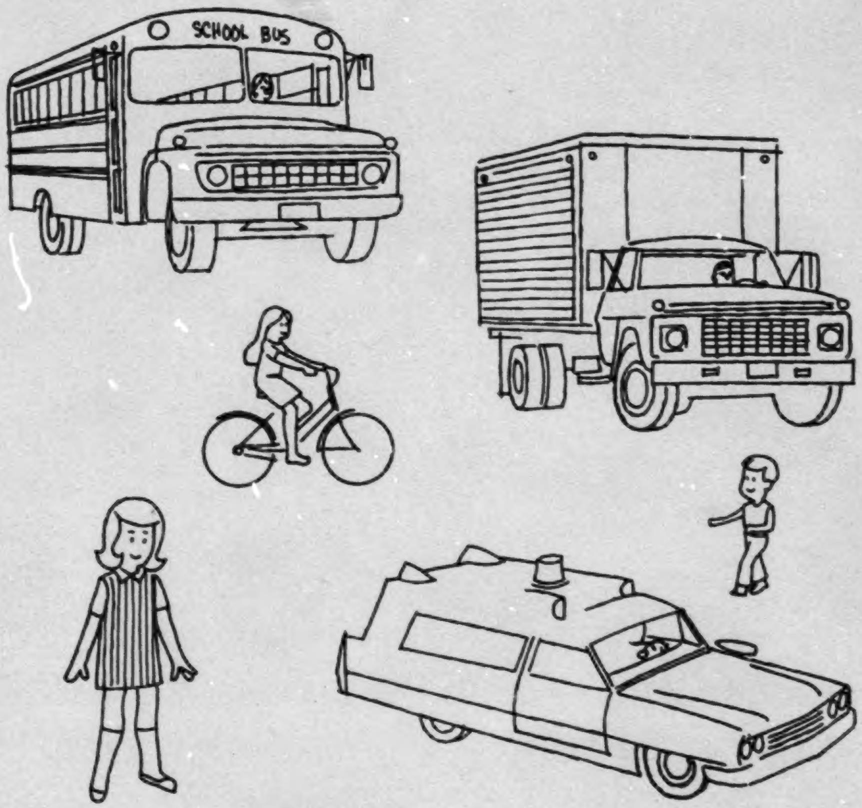
   g. Go straight

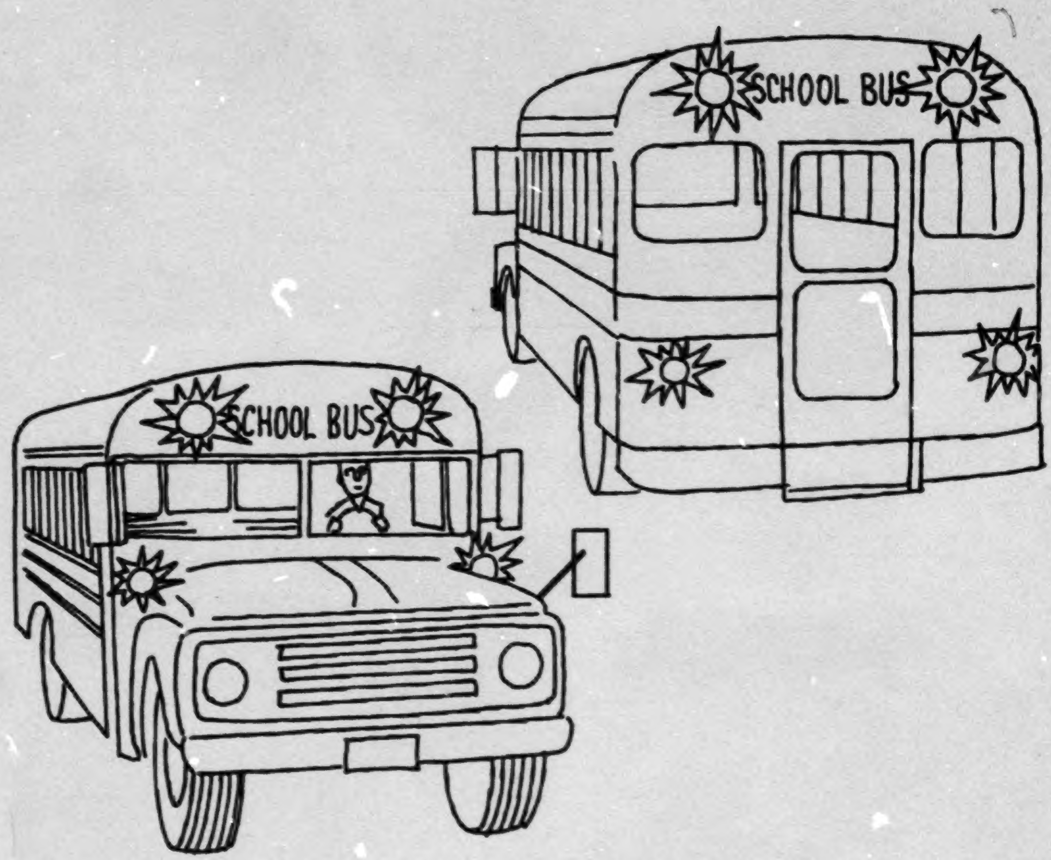
2. Which is the easiest to stop? (a pedestrian)

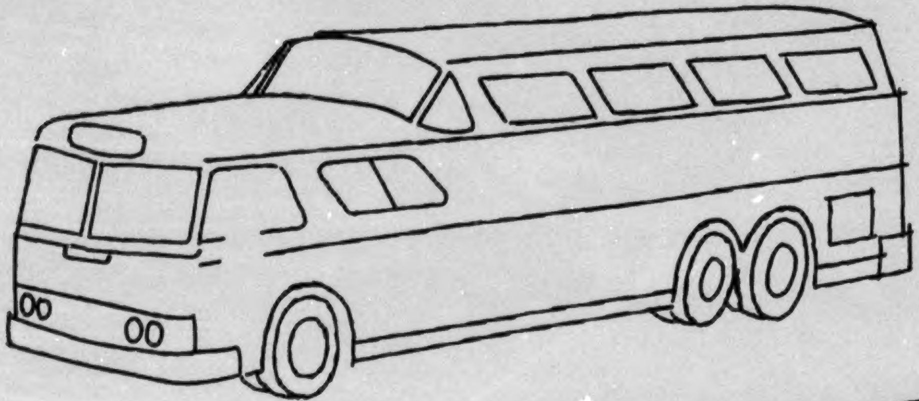
3. Which is the hardest to stop? ______________________

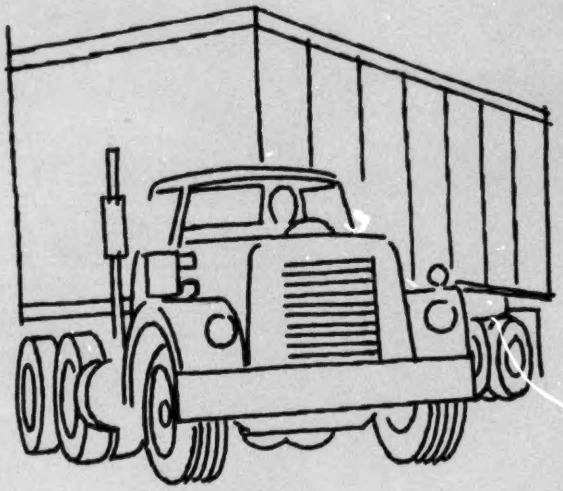
4. How could a pedestrian cause an accident by stopping? ______________________

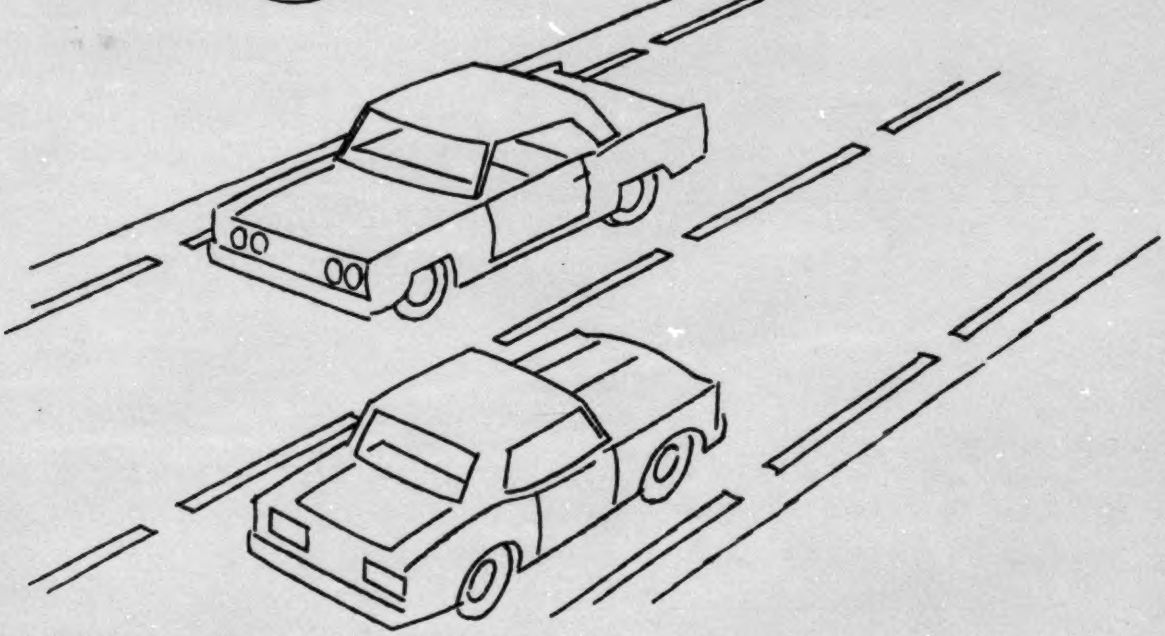
5. How could a driver or bicyclist cause an accident by speeding up? ______________________

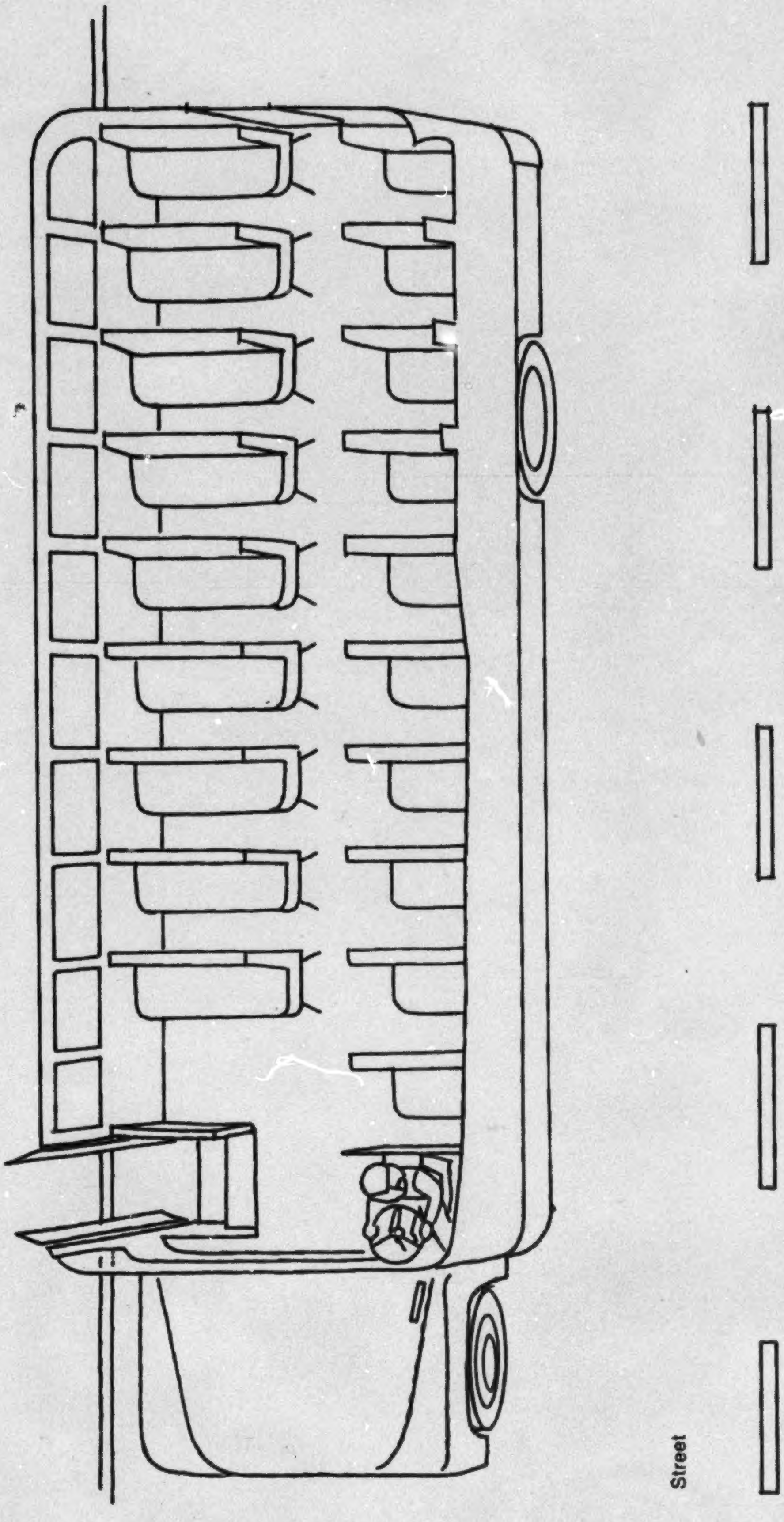


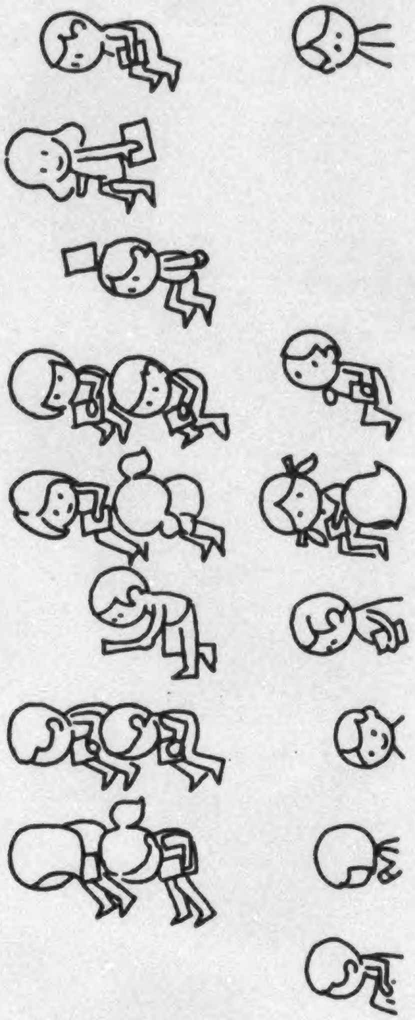

SCHOOL BUS
SCHOOL BUS



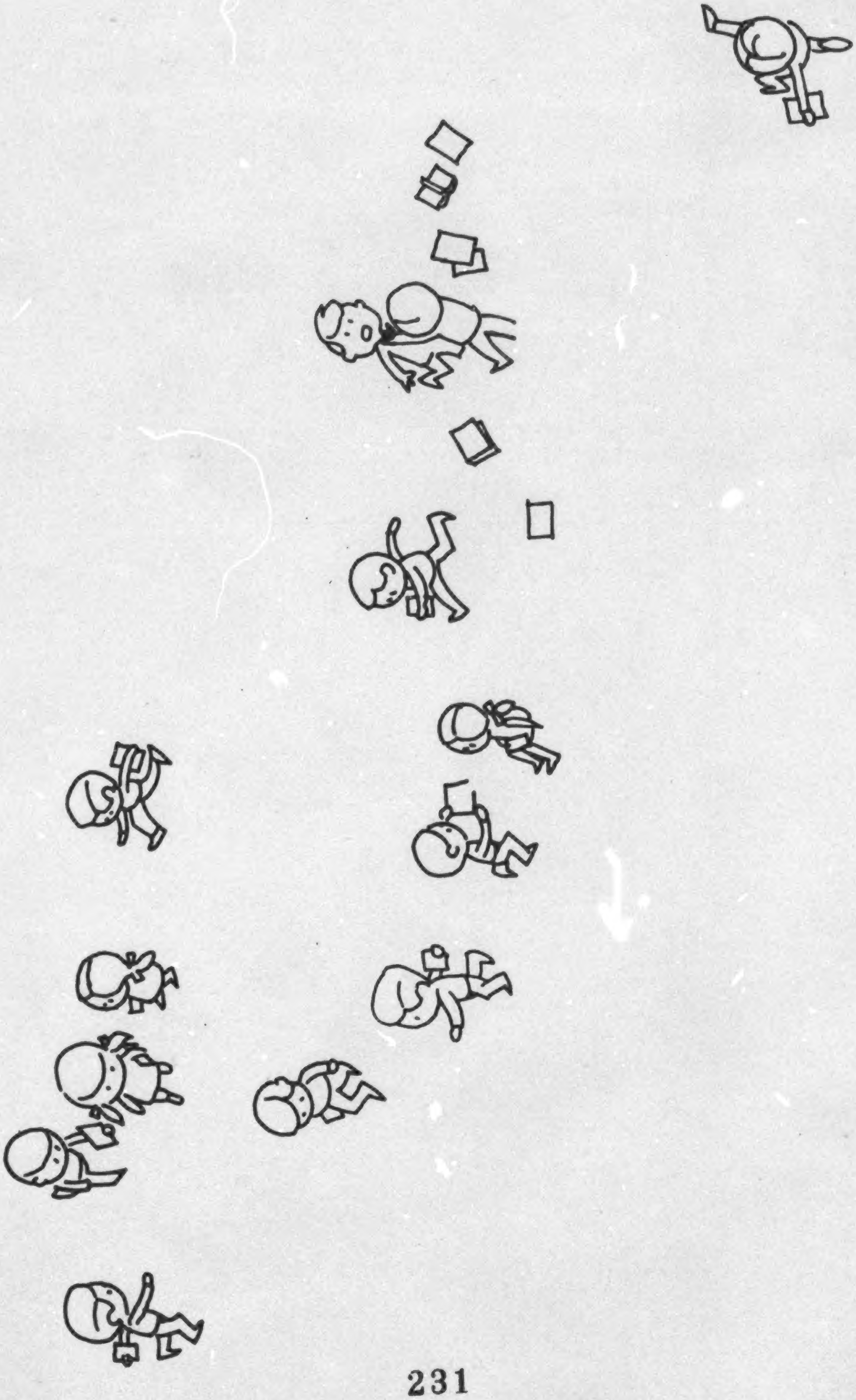




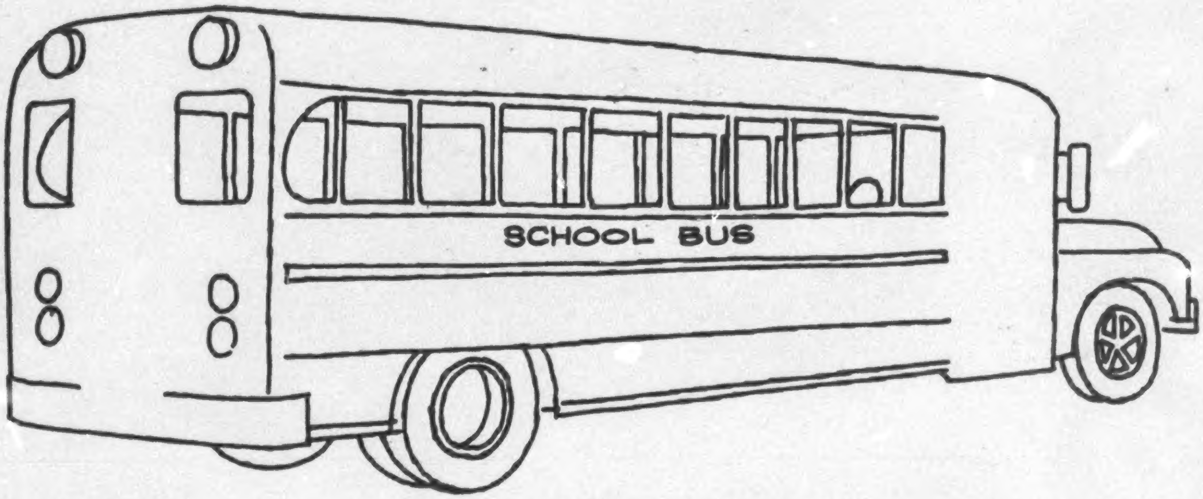

Street

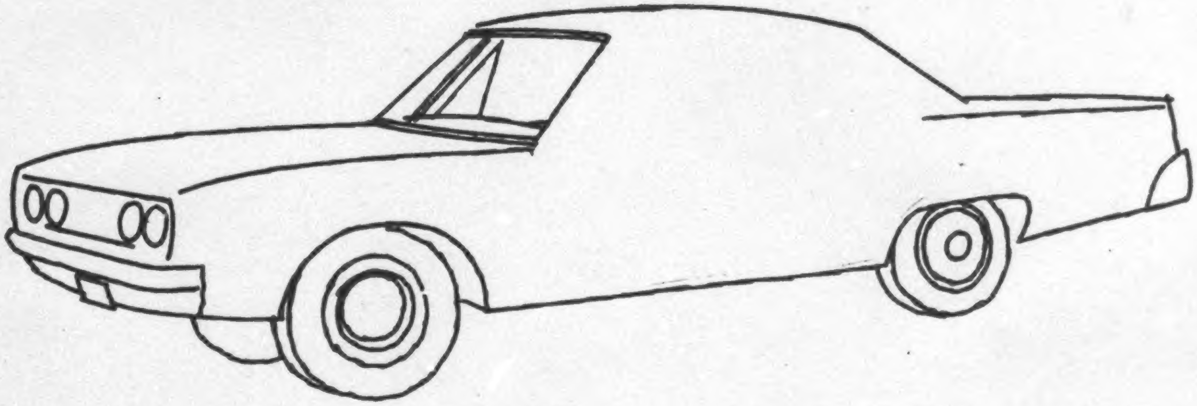


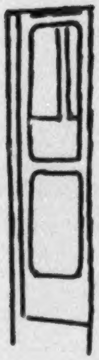
1st overlay

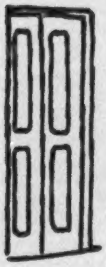


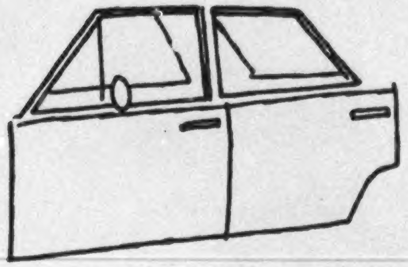
2nd overlay

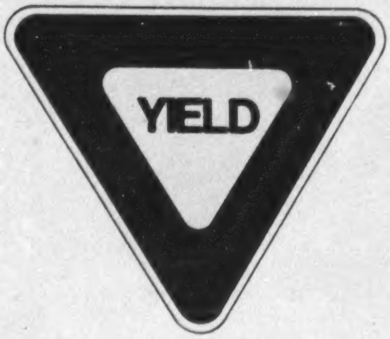

SCHOOL BUS

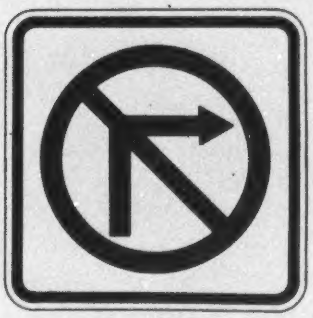


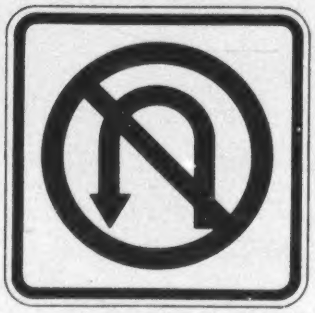


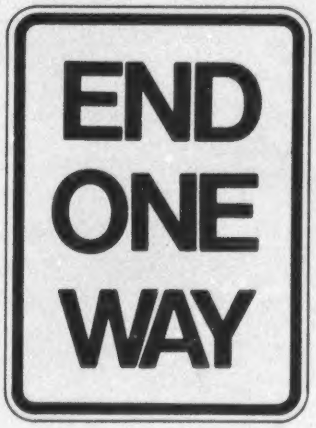


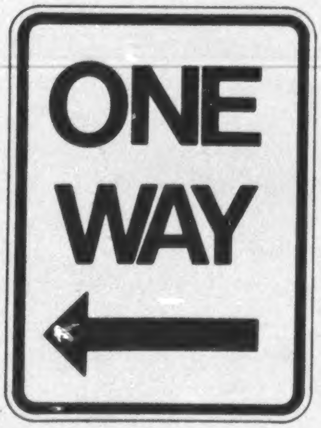


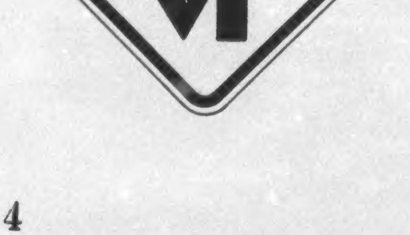

YIELD

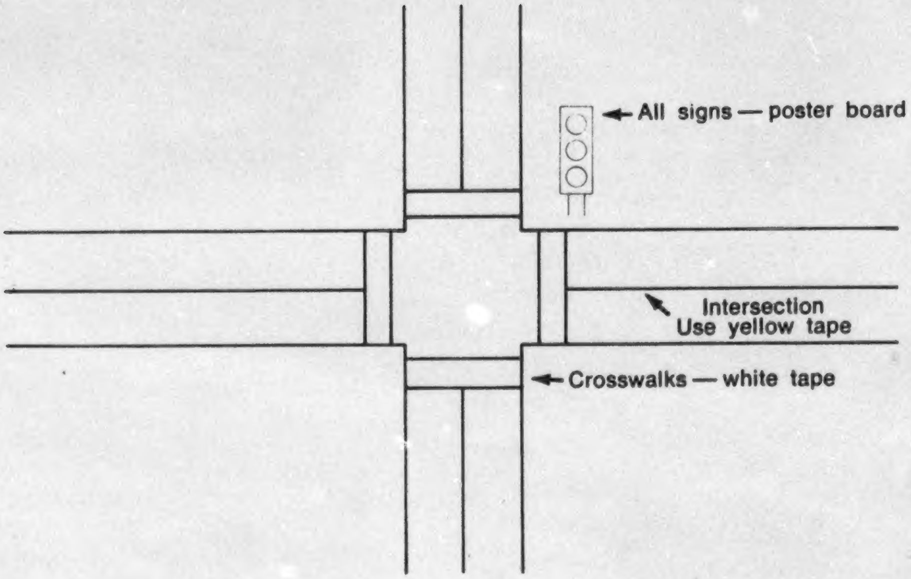


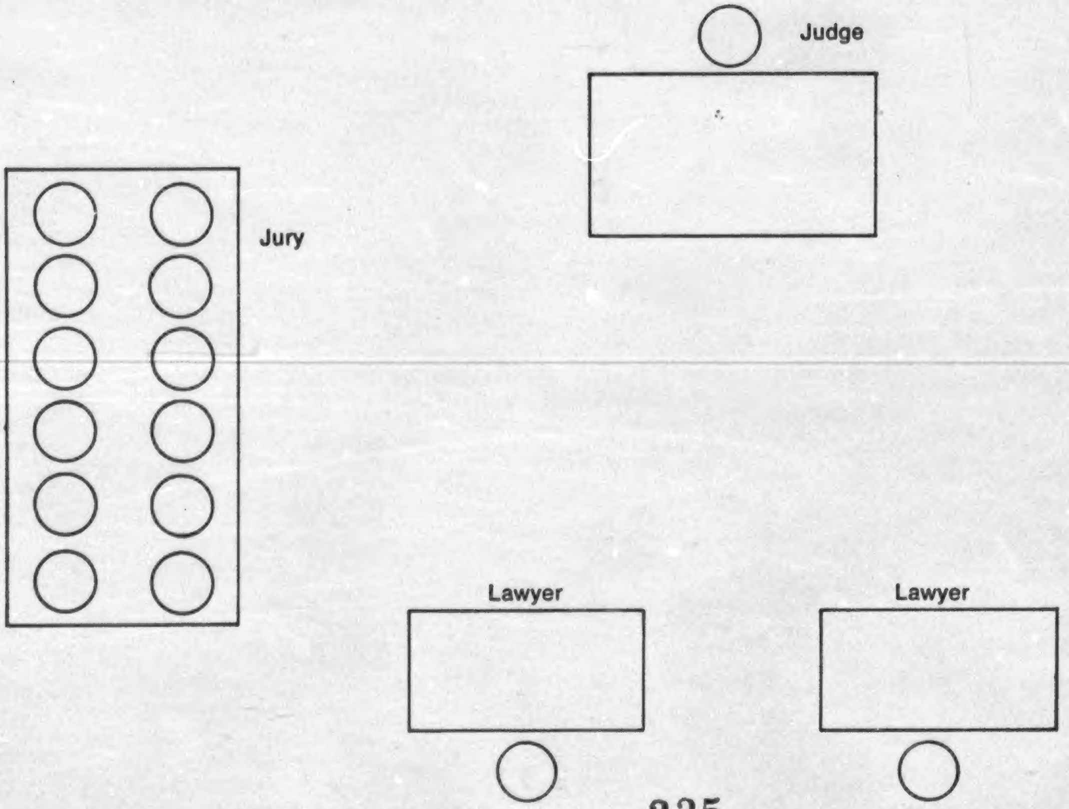



END
ONE
WAY


ONE
WAY




All signs — poster board
Intersection
Use yellow tape
Crosswalks — white tape

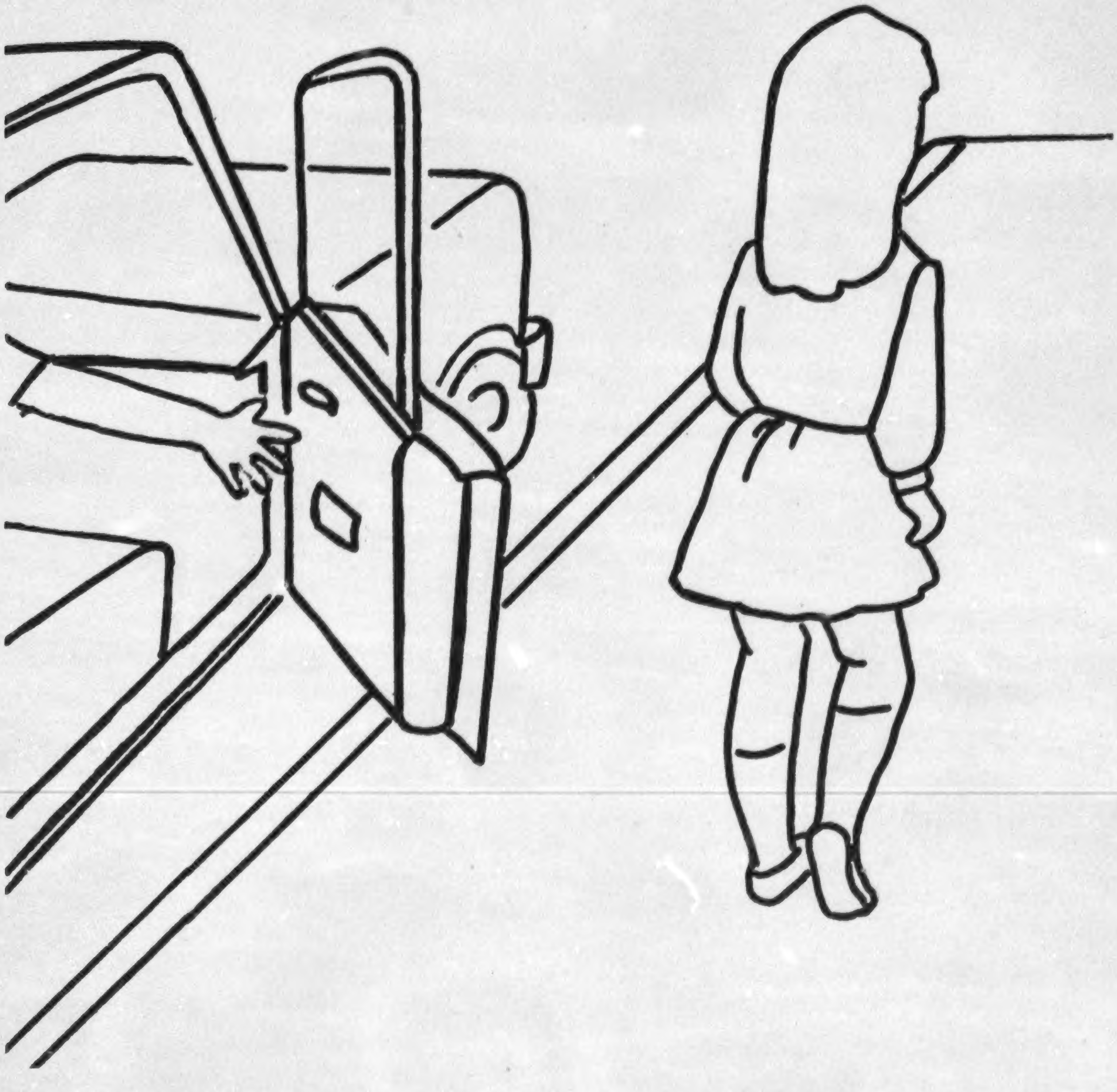

Judge
Jury
Lawyer
Lawyer

If a person asks you to go for a ride or a walk, don't forget the 3 R's:

RUN. . . into the school building or to the nearest Block Home.

REMEMBER. . . the person's appearance and the license number if the person is in a car.

REPORT. . . the incident to the school principal or to your parents as soon as possible.



HIDDEN WORD PUZZLE

A	R	S	A	D	U	L	T	R	E
L	E	H	T	A	S	U	T	E	G
B	O	N	E	R	J	O	U	M	O
T	A	O	R	I	A	K	I	E	W
A	C	B	K	D	Y	N	I	M	T
Y	A	A	E	E	N	O	G	B	U
F	R	I	E	N	D	W	E	E	L
O	I	W	T	G	O	U	Z	R	R

Draw a line around the hidden words, diagonally, horizontally and vertically.

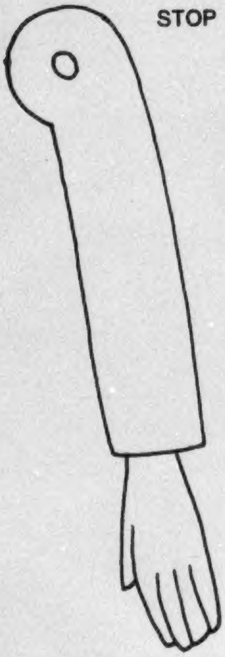
RIDE REMEMBER
STRANGER LOOK
KNOW CAR
FRIEND ADULT

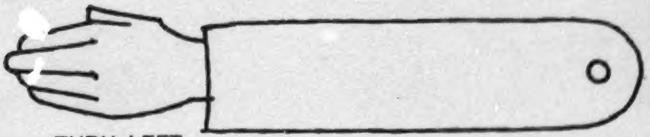
SCRAMBLED WORD PUZZLE
FOR PEDESTRIAN SAFETY

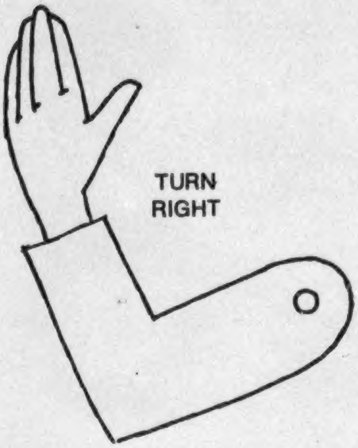
Fill in the missing words.

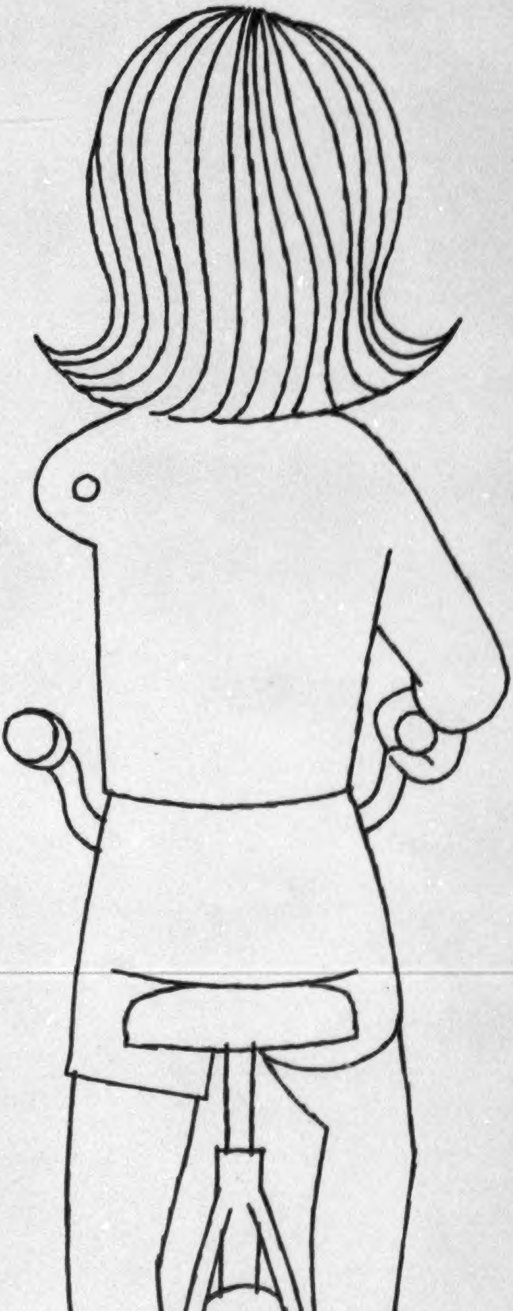
1. If a strange person offers you a ride, ________________ what the person looks like.
2. Write down the ____________ number of the ______.
3. It is better not to play with strange ________________.
4. Tell an adult ______________ when a stranger asks you to go for a walk.
5. A ____________________ is a person I don't know.

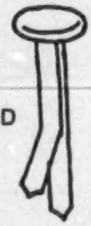
SUPPLEMENTAL ACTIVITY



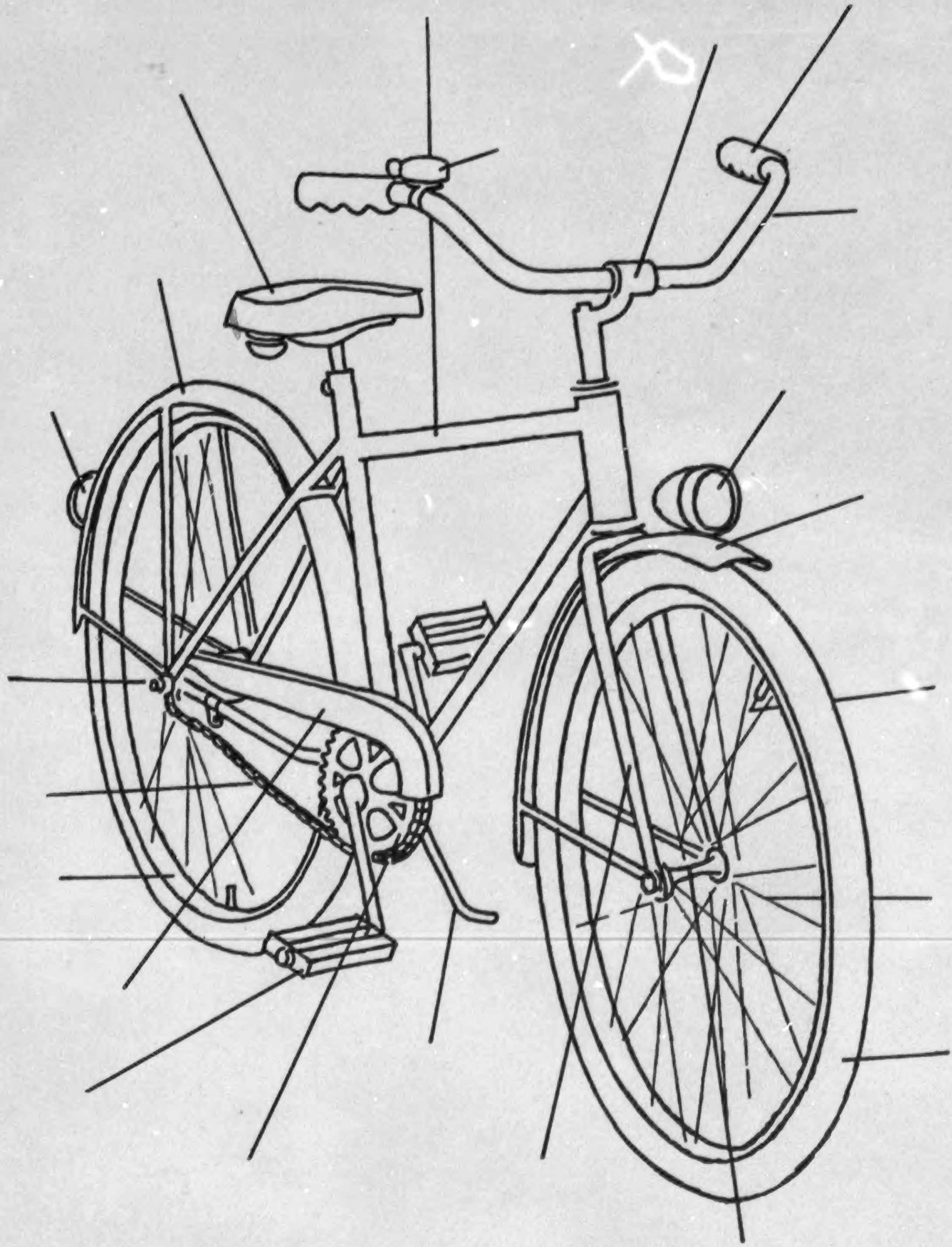






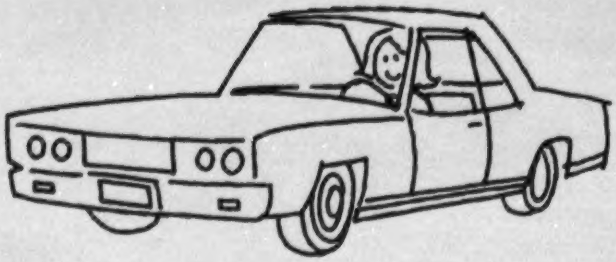


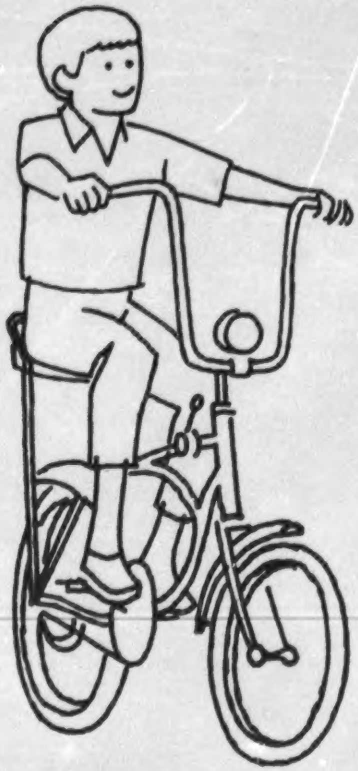
Trace patterns on cardboard and attach the arm to the figure with a brad.



240

Match the sentence to the picture by drawing a line.





1. This vehicle can go up to 20 miles an hour.
2. This vehicle can go 55 miles an hour.
3. This vehicle will stop easiest.
4. This vehicle can go the fastest.
5. This vehicle will do the most damage if it hits something.
6. This vehicle needs a small space to move in.

END

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